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FROM PROFESSIONAL STANDARD TO PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF PROFESSIONAL DEVELOPMENT OF PEDAGOGICAL STAFF

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ANNOTATION

The article is devoted to the analysis of reforms, preparation for the adoption of a new standard in the activities of a teacher of a general education school and the features of advanced training of teaching staff. Approaches to the design of the educational process in accordance with the psychological characteristics of learning adults are substantiated.

KEY WORDS: *reform, standard, quality, activity, professionalism, advanced training, teacher, forms.*

Uzbekistan is carrying out large-scale reforms in the education system, aimed primarily at improving the quality of learning processes and achieving high results.

Currently, a new National Curriculum for General Secondary Education is being developed, which will introduce new approaches to teaching, including a competency-based approach.

The teacher is a key figure in the formation of a new content and quality of education. "In the matter of education and upbringing, in the whole school business, nothing can be improved without a teacher" (K. D. Ushinsky).

In a rapidly changing open world, the main professional quality that a teacher must constantly demonstrate to his students is the ability to learn. Readiness for change, mobility, ability for non-standard work activities, responsibility and independence in decision-making - all these characteristics of the activity of a successful professional fully apply to the teacher. The acquisition of these valuable qualities is impossible without expanding the space of pedagogical creativity. The work of a teacher should be freed from petty regulation, freed from total control.

The existing cumbersome qualifications and job descriptions, which hamper the initiative of the teacher, burdening him with formal requirements (for example, prescribing educational programs) and additional

functional duties that distract from direct work with children, do not correspond to the spirit of the time.

The professional standard of the teacher, which should replace the obsolete documents that have so far regulated his activities, is intended, first of all, to liberate the teacher, to give a new impetus to his development. The professional standard is the most important tool for managing the quality of pedagogical activity and ensuring its continuity. It defines the basic requirements for competencies that are necessary for a teacher to perform his professional tasks with high quality.

The world is changing, children are changing, which, in turn, puts forward new requirements for the qualifications of a teacher. But one cannot demand from a teacher what no one has ever taught him. Consequently, the introduction of a new professional teacher standard should inevitably lead to a change in the standards of his training and retraining in higher education and in centers for advanced training. Expanding the boundaries of the teacher's freedom, the professional standard at the same time increases his responsibility for the results of his work, making demands on his qualifications, offering criteria for its assessment.

In 2019, the Ministry of Public Education of Uzbekistan implemented measures to improve the status



of teachers in society, improve infrastructure, attract students to circles within the framework of five initiatives of the President and improve the quality of education. The “Concept for the development of the public education system of the Republic of Uzbekistan until 2030” was developed and approved [1].

One of the main directions of the Concept is the qualitative renewal of the content of the system of continuous education, as well as the training, retraining and advanced training of professional personnel [2].

In modern socio-economic conditions, the task of improving the qualifications of teaching staff objectively comes to the fore. Without attention to the solution of this problem, it is impossible to modernize the education system, to ensure the training of graduates of educational institutions, the quality of education of which must meet the needs of a modern developing economy. In the context of the development of the national education system, the search for new theoretical and practical approaches to the process of increasing the professional competence of teachers and the mechanisms for their implementation is of great importance. The modern system of advanced training of teachers is in search of the most effective forms of teaching teachers.

The differences between adult students and child students were gradually recognized by science. In pedagogy, even a special section of didactics appeared, called andragogy. An andragogical model of organization of learning was also proposed, in which it is the learner who is responsible for determining the field of study, choosing methods, planning terms, and also for evaluating results. He acts as the main "driving force" of learning, while the teacher plays the role of a coordinator of the process, an "architect" who creates new forms, methods and opportunities A.Yu. Panasyuk argues that “the pedagogy of advanced training as an independent branch of pedagogical science does not yet exist, although there are already separate works on the didactics of this process [6, p. 11].

Recently, active adult learning methods that have proven their effectiveness have become increasingly popular: presentations, seminars, business and role-playing games, business trainings, case studies, discussions in small groups, modeling and project implementation, learning by doing, etc. What is the difference between adult learning? Is it only in the content of the exercises or do people have their own

practical experience? No, of course not - the approaches to organizing interaction with students are different, as are the methods of communication, and the distribution of responsibility for the results, and the very motivation for learning. B.Ts. Badmaev notes that

“A strictly scientific approach to teaching the activities of an adult to a vital matter for him - a profession, a specialty, requires placing him on a psychological basis. It is psychology that provides answers to such questions as the laws of mastering knowledge, the formation of skills and abilities, as well as the conditions for motivating learning, interest in knowledge, etc., without taking into account which all work goes by the “trial and error” method [3].

The design of the educational process is based on the psychological patterns of adult development. Therefore, when organizing the training of pedagogical workers, it is necessary to take into account the following features of adults:

- ✓ conscious attitude to the process of their learning;
- ✓ need for independence;
- ✓ the need for meaningful learning (to solve an important problem and achieve a specific goal), which provides motivation;
- ✓ practical orientation in relation to training, the desire to apply the acquired knowledge, skills and abilities;
- ✓ availability of life experience — an important source of knowledge;
- ✓ influence on the learning process of professional, social, domestic and temporary factors [4].

In the light of the problems of adult learning, a cyclic four-stage empirical model of the learning process and the assimilation of new information by a person has gained particular popularity. The Kolb model is a theory by adult learning psychologist David Kolb that focuses on the gradual formation of mental actions. It is widely used in various variations during interactive classes [7].

Researchers have found that people learn in one of four ways: 1) through experience; 2) through observation and reflection; 3) with the help of abstract conceptualization; 4) through active experimentation - giving preference to one of them over the others. According to the authors' ideas, learning consists of repeated stages of "execution" and "thinking". This means that it is not possible to effectively learn



something simply by reading about the subject, studying theory, or listening to lectures. However, training, during which new actions are performed thoughtlessly, without analysis and summing up, cannot be effective either [7].

The stages of the Kolb model (or cycle) can be represented as follows:

1. Getting direct experience.
2. An observation in which the learner reflects on what he has just learned.
3. Comprehension of new knowledge, their theoretical generalization.
4. Experimental verification of new knowledge and their independent application in practice.

Taking into account all of the above, we can conclude that the focus of the system of continuous professional development of teachers on improving efficiency is its integral characteristic.

Many adults do experience learning difficulties. In most cases, this is due to unwillingness to change and to psychological reasons: anxiety about one's authority, fear of looking incompetent in the eyes of others, inconsistency of one's own image of a "solid person" with the traditionally understood role of a student (unwillingness to "return to childhood", "sit down at a desk"). Today, the complexity of teaching adults is aggravated by the fact that they all experienced the impact of the old pedagogical paradigm, with all its inherent shortcomings, such as: dogmatic type of learning, lecture form of conducting classes, separation of learning from life, the predominance of technocratic thinking, orientation to assimilation ready-made knowledge and individual forms of work [5].

Taking into account the different levels of qualification of teachers in the country in Uzbekistan, a procedure is envisaged for the gradual, phased introduction of a professional standard for a teacher.

The organization of the process of advanced training of teachers is an urgent pedagogical problem, the solution of which is seen in innovative processes based on pedagogical principles and the use of scientific and methodological developments in the field of adult education. Adult education is always associated with change and transformation; therefore, it can be effective only if it is carried out taking into account not only age and professional characteristics, but also the personal interests of a person, and is built on a partnership basis.

LITERATURE

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