

FACTORS AFFECTING TEACHERS' INDEPENDENT AND CONTINUOUS PROFESSIONAL DEVELOPMENT

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Annotation. This article describes in detail the factors and tasks that affect the independent and continuous professional development of teachers. Methodological guidelines for self-professional development of teachers have also been developed.

Keywords: independent and continuous professional development of teachers, Blended Learning technologies, continuous learning, e-learning learning environment, independent distance learning.

In the context of informatization of the education system in the world, it is important to update the teaching aids for professional development, methodological training of teachers in accordance with international requirements, to increase motivation to master teaching materials in the process of retraining and advanced training, to determine the psychological and androgenic features of distance learning. being done. The use of Blended Learning technologies in the solution of these tasks, the development of educational programs and teaching resources of the system of independent and continuous training, their improvement on the basis of innovative approaches, the use of modern pedagogical and information and communication technologies, distance learning, independent learning. It is important to create pedagogical conditions and increase the quality of teaching through the introduction of expansion techniques and technologies in the education system.

Today, blended learning is also understood as a combination of traditional learning and distance learning elements. Blended learning focuses on the effective use of rich pedagogical experience, such an approach can be based on the use of different methods in the presentation of information, information technology in the organization of education and the learning process, the organization of traditional activities in individuals and groups. Such a diverse approach does not tire the learner and reinforces their motivation to learn. The main task is to ensure the compatibility of the selected methodologies and achieve high efficiency on a low cost basis. In this system, the teacher stays in the center of learning and makes extensive and effective use of the Internet. It should be noted that the importance of information technology in the education system is immeasurable, it is increasingly proposed to teach on the basis of new forms, electronic information learning environment [1, 2, 3, 6]. Experts distinguish the following three main types of electronic information learning environment. These are: knowledge-oriented environments, environments focused on independent learning activities, mixed types of environments [3; 26-b]. The first type of information-educational environment is related to the hardware-software model, which includes certain teaching methods within the field of study, while the second type of environment is based on their active, constructive nature. At the same time, it is necessary to move from the concept of "distance learning" to the concept of "continuous distance learning in the course of professional activity" [2; 101-b].

This, in turn, contributes to the independent and continuous professional development of the teacher:

- have the skills to independently acquire new knowledge;
- identify convenient ways and means of finding the necessary information;

- effective use of information sources and addresses;
- work with electronic educational and scientific literature and a database;
- Targeted use of the Internet;
- Systematic and creative approach to tasks;
- have the skills to solve problems independently;
- acquire the ability to organize their activities on the basis of an innovative approach;
- promotes the acquisition of general and specific competencies.

These tasks can be solved by organizing the process of independent and continuous professional development of teachers based on the use of Blended Learning technologies. At the same time, modern strategies for professional development of teachers differ from traditional strategies in terms of location, organizational mechanisms and content. The process of independent and continuous professional development - professional and pedagogical skills of public educators on the basis of regular acquaintance with the achievements of science and technology in their field, their professional knowledge, skills and abilities in the use of innovative technologies, intensive teaching methods systematic development, short-term training and mobile training courses, training seminars, trainings, open lessons, mutual observation, organization of scientific-practical conferences, preparation of scientific and methodological products, as well as theoretical and practical training in distance learning institutions and distance learning increase processes.

Our analysis and observations above show that the process of independent and continuous self-professional development is aimed at achieving the harmonization of personal development and development of professional competencies by combining resources and all activities in the field of continuing education, not limited by time (in terms of space); is a continuous process, aimed at meeting the educational needs associated with professional activities, improving the quality of the teaching process, updating and deepening previously acquired professional knowledge.

Teachers' independent and continuous professional development is based on the analysis and evaluation of their own professional experiences, as well as the activation and support of their own personal development needs. As a result of the analysis of scientific research and observations on this issue, the following factors can influence the formation of a new perspective on the professional development of teachers [4, p. 7]:

- development of the concept and practice of continuing education;
- The new role of the teacher in the acquisition and transfer of knowledge in an informed society;
- new ideas about knowledge.

Experts emphasize that continuing education for adults "is necessary to understand the systematic, goal-oriented activities to improve and acquire knowledge and skills, both in any type of general and special educational institutions, as a means of self-development" [1, p. 18].

In order to achieve the formation and development of personal qualities of professional significance in the process of independent and continuous professional development in educational institutions, the heads and teachers of educational institutions should pay special attention to:

1. Analysis and evaluation of the activities of educational institutions, taking into account the new social requirements. At the same time, the teacher identifies the goals and means of activity, the contradictions between the goals and results, misunderstandings, and the direction of self-development, and understands its necessity.

2. Changes in the pursuit of understanding and innovation in the field of professional activity. At the same time, teachers' knowledge, skills and abilities are updated, their spiritual and cultural potential is developed, and information is exchanged, their perceptions of professional activity change, and personal changes occur [5, pp. 93-94].

From the above it can be seen that the motivation of teachers to master teaching materials in the process of independent and continuous (through professional development) self-professional development, identification of psychological and androgenic features of teaching based on e-learning environment, use of various methods based on the principle of integrated approach; and relying on the organization of traditional activities in groups is important.

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