

COMPARATIVE ANALYSIS OF FOREIGN EXPERIENCES IN THE DEVELOPMENT OF PROFESSIONAL STANDARDS OF TEACHERS.

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Abstract

This article provides a comparative analysis of the professional standards of teachers in practice in foreign countries, the approaches to their creation, content and expected results, as well as best practices.

Keywords: professional standard, knowledge, activity, values, job functions.

The analysis of the priorities of educational reforms in developed countries has shown that the requirements for the qualification of teachers are growing. Attitudes towards the expected effectiveness of pedagogical activity are also changing in society, and in the modern world, the need for knowledge and the importance of intellectual property has become a common reality.

Currently, research is being conducted by various independent international organizations that assess the quality of education to study and develop the qualifications of teachers. In particular, the report of the International Association for the Evaluation of Education (IEA) summarizing the results of the study of areas of educational policy aimed at improving the skills and quality of teachers in 17 countries under the project "Development of pedagogical education and teaching mathematics" (TEDS-M). notes as one of the directions □4□.

The analysis of the scientific literature in the field allows us to look at the standards set for the activities of teachers as a tool aimed at improving the effectiveness of their professional skills.

It is necessary to follow certain norms in the development of professional standards, which should give a clear idea of what quality teaching and what a teacher should look like. This is because it is possible to have negative consequences instead of improving the quality of education by setting mandatory standards for teachers to apply certain teaching methods and techniques according to professional standards.

Based on the analysis of standards for pedagogical activity developed in different countries, V. Louden identified the criteria that determine their positive impact on the national education system and their practical orientation: brevity; transparency (openness of expected results from pedagogical activity); specificity (relevance to a specific subject or a certain stage of education); contextuality (the context in which the teacher demonstrates his / her professional activities or how information (artifacts) about his / her activity is collected; orientation to teaching and learning □2□.

A comparative analysis of professional standards for educators introduced in different countries has shown that they have common approaches, structural similarities, or differing parts. In particular, in the works of B. Pont, a comparative analysis of the standards of 7 countries (Australia, Canada, Chile, USA, England, Mexico, New Zealand) revealed that they consist mainly of three components: knowledge of the teacher, activities and values. The content of the components may differ from each other or be named differently [1].

In Scotland, too, serious fundamental research is being conducted in recent years as part of reforms aimed at improving the education system. As a result, the following perfect system of professional standards has been developed, which reflects the continuous professional development of the teacher [6]:

- Standard for initial registration of teachers (SPR);
- Standard for full teacher registration (SFR);
- Standard of continuing professional education;
- Leadership and management standard.

The standard of initial teacher registration is focused on the requirements for graduates of pedagogical universities, and newly hired teachers work on this basis as interns for one year. This is a grace period, when the intern completes 70% of the total workload and spends the rest of his time on professional development. Teachers who successfully complete the induction program will be transferred to the Teacher Full Registration Standard. Both standards define a teacher's professional competencies and are framed in four parts: professional values and personal commitment; professional knowledge and concepts; professional skills and abilities; professional efforts.

The first section of the On-Vocational Vocational Education Standard corresponds to the above sections. The second section covers the following areas of professional development: pedagogy, teaching methods, theory of teaching science; curriculum and assessment; research activities; current approaches to education in political processes, teaching theory and practice; development and support of vocational education; sustainable development-oriented training.

At the heart of the standard of leadership and management are professional values, and it reflects the existence of teamwork, the development of leadership qualities, defined management actions, and strategic thinking.

Standards such as those developed for teachers developed in countries such as the Russian Federation, Ukraine, and Kazakhstan, in contrast to the above approach, are formulated as a set of requirements for job functions.

A. Margolis points out the following shortcomings in the professional standard of teachers introduced in practice in Russia: first, they do not represent a model of professional activity, that is, it tries to describe pedagogical activity in the form of labor functions aimed at solving basic professional tasks. Second, in almost all foreign countries, professional standards do not directly describe the job functions required for a teacher to perform his or her job responsibilities. This approach is essentially reminiscent of the qualification reference requirements that have been in place before. In many foreign countries, the main goal is not to determine the requirements arising from the job functions for the performance of official duties, but primarily to improve the quality of professional activity of the teacher [3].

It should be noted that although not all countries have professional standards, they have national systems that represent this task. For example, at present in our country the qualification descriptions of relevant positions are used in relation to the work of employees. This process is reflected in the methodological guidelines for best practices of educators in Brazil, and in the licensing indicators for beginning teachers in South Korea.

Singapore has introduced the Teacher Competence Model (TCM), which is similar to professional standards for educators. In this model, thirteen competencies determine the effectiveness of teacher performance on several levels. The teacher competency model performs several functions: evaluating one's own performance; coaching and mentoring; recognition of teachers' skills based on the results of attestation; identifying the teacher's need for professional development and support; appointment of masters of wages (5).

Conclusions

In conclusion, the professional standard of the educator serves as an important document for the teacher to understand his mission, to have a clear purpose in his work and to develop. Therefore, the development and implementation of professional standards for teachers in our country also reflects the logical sequence of reforms in the field.

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