

THE PLACE OF DEVELOPMENTAL EDUCATION IN IMPROVING THE PROFESSIONAL COMPETENCE OF PRIMARY CLASS TEACHERS IN THE SYSTEM OF PROFESSIONAL IMPROVEMENT

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Annotation:

The role of education in the life of society is increasing day by day. It is known that education is the main and most effective means of preparing the young generation for life. At the same time, it is also a means of rationally reducing human experience in the field of production, technology, and management.

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The level of development of the teacher's professional competence depends on the consideration of the system features and the scientificity and effectiveness of the educational process.

A high level of learner development can be achieved only through developmental education, in which learners not only learn knowledge, but also learn ways of learning. The method of acquiring knowledge is a means of subjective knowledge, without which the creative activity of learners cannot be realized. In the developmental system, knowledge is obtained in the process of active independent cognitive activity of learners, the main task of the teacher is to transfer ready-made knowledge to learners regardless of their needs and activities, different from the traditional system. consists of management.

The main factor in improving the quality of education is the interaction between the teacher and the learner in the educational process and research work. The teacher should be not only a transmitter of information, but also an organizer, a leader, a consultant, armed with scientific methods, having a deep understanding of the laws and mechanisms of the educational process, and managing it.

Developmental education is the process of development of teacher and learner activities. Based on this, the activity of teachers and students, in general, depends on solving the problem of scientific organization of the educational process in the system of professional development, in particular, the level of independent creative activity of the subjects of the pedagogical process - teachers and students. This is manifested in the organization of individual research activities of students on certain problems, presentation of research results in the form of an abstract, lecture, methodical article, qualification work.

The factor of formation of creative activity of primary school teachers in continuous professional development is manifested in the optimization and acceleration of the educational process, the scientific organization of the students' learning activities, and the organization of their joint scientific activities. In modern conditions, improving the mechanism of developing the intellectual potential of pedagogues in the public education system, developing the infrastructure for its implementation has become a demand of the times. Today, humanistic multi-parameter concepts of mental-intellectual development of humanistic education workers are being promoted worldwide. In this regard, most approaches in pedagogical and psychological research are focused on the self-development of a person, that is, the problem of person-oriented education.

Consequently, this process in practice requires the implementation of multi-component approaches that ensure further improvement of the training system, expansion of innovative processes, diversification of educational services, introduction of quality management, professional needs, individual activity modeling, design, continuity, and coherence. brings about. As a result of comprehensive reforms carried out in our republic, the material-technical base, legal-normative, scientific-methodological support of the system of improving the qualifications of public education workers has been strengthened, methods of continuous professional development of pedagogues are being introduced. In addition to the implemented work, there is a need to improve practical training in educational modules by fully using the opportunities of the pedagogue-employee and by harmonizing the types of education in training courses.

In particular, the analysis of the practical activities of professional development educational institutions, curricula and programs, as well as several years of observations show that the main focus in the courses is on improving the general training and professional competence of the pedagogue, their demonstrated that professional characteristics, individualism, skill level and needs are not sufficiently taken into account. From this point of view, as one of the important tasks that must be solved without delay before the system of professional development, special attention should be paid to the organization of practical training in the educational process, to achieve the following as a result of their design and application of practical developments, tasks and various methods. means: - turning the pedagogue from a passive subject into an active, independent, aspiring, competitive subject; - forming an active life and professional position of the pedagogue, changing the worldview; -directing to regular improvement of competence by forming compensatory development stages.

Taking into account the needs of the individual, the state and society, special attention is paid to the creation of a new system of professional development and retraining in accordance with the formation of the market of educational services, which encourages the development and renewal of professional knowledge and skills of teachers. Therefore, it can be concluded here that the effectiveness of the system of teacher training, retraining, and their professional development is determined by the need-based organization of this system, or in other words, the professional development programs should be created based on the need. Improvement of practical training in professional training institutions creates conditions for strengthening motivation of pedagogues-employees, choosing and implementing convenient, effective means of continuous development of professional competence.

It also serves to take into account the individual characteristics, professional difficulties, interests, needs, personal motivations, experience, qualification level and social opportunities of pedagogues. Psychologists differentiate an adult learner from a pupil or student show the main characters [_, 36-b]:

First of all, an adult perceives himself as an independent, self-directed person and is often critical of his management.

Second, an adult person accumulates a large stock of life, social, and professional experience that forms a worldview, and evaluates any incoming information from the perspective of this experience.

Thirdly, an adult has a practical approach to reading, tries to solve life problems with the help of reading.

Fourth, unlike a pupil or student, he seeks to immediately apply the knowledge he has received and to obtain immediate satisfaction from the educational process. Fifth, his information perception process is accompanied by emotional evaluation, in which his brain tries to block out any information that evokes negative emotions.

In the retraining and professional development of public education workers, it is necessary to be based on the principles of andragogy, because such principles embody the following

1. Professional knowledge that forms a culture of mutual cooperation with adults.
2. Knowledge that provides informational and methodological support for spiritual-cultural, professional development throughout life. The problem of personal development to meet the ever-growing needs of a person is also very relevant, and adult education helps to improve and express one's personality. Self-development is the independent organization of practical actions on the basis of specific goals and well-thought-out tasks in order to improve professional experience, skills and abilities.

The main direction of professional development is professional training, personal development in the process of acquiring a profession and performing professional activities. The individual trajectory of a person's professional life is determined by normative and non-normative events, knowing the psychological characteristics of professional development allows a person to consciously design, build, and create his own history. Thus, the need to withstand strong competition in the labor market encourages each specialist to develop professional competence and qualities specific to him.

In terms of vocabulary, it means "ability", and in terms of content, it means "the effective use of theoretical knowledge in the activity, the ability to demonstrate high-level professional skills, skills and talent" on the basis of competence, social, special (psychological, methodical, informational, creative, innovative and communicative)), such qualities as personal, technological and extreme competence are reflected.

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