



# IMPROVING THE MECHANISMS OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF SCHOOL TEACHERS AS A PEDAGOGICAL NECESSITY

**Olimjon Tursinboev**

Trainee researcher of the institute Problems of public education learning and perspectives

designation scientific research named after A.Avloni

Tel: +998914858593

e-mail: [tursinboeyevolimjon88@gmail.com](mailto:tursinboeyevolimjon88@gmail.com)

Article history:	Abstract:
<b>Received:</b> 8 <sup>th</sup> August 2022 <b>Accepted:</b> 8 <sup>th</sup> September 2022 <b>Published:</b> 11 <sup>th</sup> October 2022	The reforms carried out today in the field of continuous professional development of teachers of general education schools and their essence are revealed.
<b>Keywords:</b> System of continuous professional education, staff of educational institutions of the public education system, retraining, vocational training	

## INTRODUCTION.

Raising the quality of the professional activity of the employees of educational institutions in the system of public education is becoming one of the most important tasks of today. President Sh.M. Mirziyoyev's work "New development strategy of Uzbekistan" also paid special attention to the continuous professional development of teachers and the strategy of "learn throughout life". Also, the re-adoption of the Law "On Education", which is considered the main criterion of the New Uzbekistan educational strategy, and the fact that the continuity and consistency of education were strengthened by the law, were of great importance[2].

The development of the education system of Uzbekistan is recognized as a priority direction of the state policy. Particular importance is attached to students' acquisition of modern knowledge and professions in conditions corresponding to world standards, to ensure that they grow up as physically and spiritually mature people, and to realize their abilities, talents, and intellectual potential. Today, Uzbekistan is becoming an integral part of the world economy. The flow of foreign investment is increasing day by day. It should be noted that increasing the country's attractiveness for foreign investors is not only about its natural resources, but also about the state of the education system. Because if the skilled workforce is not trained in the country itself, the country is not considered attractive for the investor. The main goal of all reforms implemented in the field of education is to open the gates of New Uzbekistan to foreign investors and raise labor resources to the level of human capital.

Decree No. PF-5712 dated April 29, 2019 "On approval of the concept of development of the public education system of the Republic of Uzbekistan until 2030" clearly defined the directions of reforms to be implemented in the field of continuous professional development. By 2030, it is planned that the Republic of Uzbekistan will enter the ranks of the first 30 advanced countries of the world according to the PISA (The Program for International Student Assessment) rating of the international student assessment program<sup>1</sup>. For this purpose, special importance was paid to the qualitative updating of the content of the continuous education system, as well as to reforms in the system of training, retraining and upgrading of professional personnel. According to the decision of November 6, 2020 "On additional measures to further improve the education system", the tasks of turning the process of professional development of public education workers into a system that provides for continuous professional development based on the principle of "lifelong learning" are defined.

## ANALYSIS AND RESULTS.

In addition, on January 25, 2021, the President signed the decision "On measures to support research and development activities in the field of public education and to introduce a continuous professional development system." Accordingly, in the "Roadmap" on "Further improvement of the system of continuous professional development of public education workers", it is envisaged to gradually introduce a system of continuous professional development of public education workers based on the principle of "Lifelong learning", and today "Continuous

<sup>1</sup> Халқ таълими соҳасидаги илмий-тадқиқот фаолиятини қўллаб қувватлаш ҳамда узлуксиз касбий ривожлантириш тизимини жорий қилиш чора-тадбирлари тўғрисида”ги қарор. 25.01.2021 й.

professional development" is a special electronic Courses for school science teachers were placed on the platform[5].

Experiences of foreign countries with "Learning for life" or systems of training of public education workers were also studied. In particular, the experiences of countries such as Germany, the USA, Korea, and Singapore were studied and used in the development of management course curricula and programs. The intended result of these courses is that the school director, who until now has felt himself as the head of a team of teachers, is a competent organizer of educational and educational work, an entrepreneurial owner of educational resources in the school, a full leader of the team, and most importantly, who takes full responsibility for the successful operation of the school and its team. is to train leaders who are relentlessly sought after for success.

The decision of the Cabinet of Ministers of the Republic of Uzbekistan No. 25 dated January 17, 2022 "On the approval of the regulation on the procedure for the establishment of a system of continuous professional development of public education employees" outlines the directions of reforms to be implemented in the field of the system of continuous professional development, the goals and objectives of the system, as well as the activities to be implemented clearly defined.

The purpose of continuous professional development is to ensure regular updating of professional knowledge, qualifications and skills of public education employees on advanced pedagogic and information technologies, as well as interactive methods of teaching, as well as regular familiarization with state educational standards, state educational requirements, and legislation related to the field. Its main tasks are to create an educational environment that provides ample opportunities for continuous professional development. It also consists in developing the skills of independent work and creative thinking, improving professional skills, and forming practical skills in information technologies[6].

In the field of continuous professional development, the Ministry of Public Education determines the procedure for organizing the professional development of public education employees. In general, the Ministry performs the task of coordinating the field of continuous professional development<sup>2</sup>.

In accordance with this regulation, the Council for the Development of Professional Skills and Knowledge, which is accountable to the President and the Cabinet of Ministers, was established in 2021 to determine the needs and trends of public education workers in terms of knowledge and skills, as well as to coordinate activities on the development and implementation of professional standards based on the monitoring of the labor market in the system of continuous professional development. does. The Council envisages introducing qualification level requirements in accordance with the scope of qualifications for each position and occupation, while canceling the requirements for the minimum level of education, including the classification[7].

Employees of educational institutions are involved in professional development in the system of continuous professional development. In each academic year, the orders formed on the professional development of employees are summarized. Due to the increase in demand for a certain specialty, it is envisaged that regional public education departments will make proposals to the Ministry regarding the re-specialization of some pedagogues.

Studying the training needs of public education employees, and based on the training needs of employees, their individual professional development trajectory was created through the electronic platform. District (city) departments of public education carry out monitoring of the processes of organizing continuous professional development activities of public education workers in school and non-school educational institutions.

The pedagogic personnel of general education schools are being introduced to the information about the professional development needs and the forms and directions of professional development as well as professional development organizations. It was decided that when, where and in which direction the general education schools will train pedagogues, and provide information about their need for professional development to the district (city) department of public education[8].

Scientific-research institute for study of problems of public education named after A.Avloni and definition of prospects is the main educational institution for regional centers and leads their educational, methodical and scientific activities. The main tasks of the institute are scientific and methodical provision of the system of retraining of public education workers and their qualification improvement.

New technologies, means of organization of general secondary education and the creation of the model of the school of the future, its leader and teacher are constantly developing together with the development of professional standards of public education workers. "Continuous professional education" consists of organizing the maintenance of a special electronic platform, ensuring that the content of training modules of retraining and advanced training courses are developed centrally and included in the platform together with training organizations[9].

In order to fully meet the needs of improving the system of professional qualification in the continuous education system, orders for continuous professional development of pedagogic staff of educational institutions in the region are being studied. On this basis, it was planned to form professional training courses, to develop a working curriculum and working training programs based on the curriculum and training programs[11]. Higher education institutions in the field of pedagogy and non-state educational organizations carry out such tasks as ensuring that the

---

<sup>2</sup> Ўзбекистон Республикаси Вазирлар Маҳкамасининг “Халқ таълими ходимларини узлуксиз касбий ривожлантириш тизимини ташкил этиш тартиби тўғрисидаги низомни тасдиқлаш ҳақида”ги қарори.17.01.2022 й.

results of the training of public education workers are included in the electronic platform, forming monthly reports on the organized groups and submitting them to the relevant regional center.

In conclusion, it can be said that the time required the development of a new mechanism of the system of continuous professional development of pedagogues based on the best experiences of the world. The chief executor of the reforms that are being rapidly implemented in education are the pedagogical staff working in educational institutions, especially in our schools[10]. Through school leaders and teachers, educational reforms penetrate not only into the school, but also into the micro-region where the school is located.

### CONCLUSION/RECOMMENDATIONS.

Teacher training is becoming a major concern for most countries around the world. However, no country has yet managed to fully solve this problem. Almost all of the successfully developing education systems have recently undergone significant changes, which have had a significant impact on both the goals and the organization of teacher training and retraining. At the same time, it cannot be said that effective methods of obtaining feedback on the effectiveness of certain forms of training have been found. We can say that in the system of continuous professional development, the desire to reflect on one's own experience, professional development, independence, methods of research and project preparation, good coordination of all training programs from university to school, the continuity of these programs increases the motivation of teachers and contributes to their greater satisfaction.

### REFERENCES:

1. Sh.M. Mirziyoev. Uzbekistan's new development strategy. Publishing House of Uzbekistan/Tashkent-2021.
2. Decree "On approval of the concept of development of public education system of the Republic of Uzbekistan until 2030". No. PF-5712. 29.04.2019
3. Decision on measures to support research activities in the field of public education and to introduce a system of continuous professional development. 25.01.2021.
4. The decision of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the regulation on the procedure for the establishment of a system of continuous professional development of public education workers". 17.01.2022.
5. Dilfuza Shabbazova. (2022). MODEL OF PERSONAL VALUE FOR PRIMARY SCHOOL LITERACY LESSONS. *European Scholar Journal*, 3(5), 80-83.
6. Shabbazova, D. (2022). CONTENT OF FACTORS DETERMINING THE EFFICIENCY OF PRIMARY SCHOOL STUDENTS. *Web of Scientist: International Scientific Research Journal*, 3(5), 630-636.
7. Ruzikulovna, S. D. (2021). The Role Of The Family In The Formation Of Personal Value In Teachers And Students In Primary School. *European Journal of Research Development and Sustainability*, 2(10), 52-54.
8. Ruzikulovna, S. D. (2021). Primary Education Teacher And Student Teaching Activities And System Of Personal Values. *European Scholar Journal*, 2 (7), 32-33.
9. Davlatovna, N. R. (2021). Methods of Forming Beautiful Writing Skills in Primary School Students. *International Journal of Development and Public Policy*, 1(7), 181-183.
10. Салохитдинова, Н. М., & Эрданаев, Р. Х. (2021). РАҚАМЛИ ДУНЁ ШАРОИТИДА ТАЪЛИМГА ИННОВАЦИОН ЁНДАШУВНИНГ ПЕДАГОГИК АСОСЛАРИ. *Academic research in educational sciences*, 2(NUU Conference 1), 271-274.
11. Салохитдинова, Н. (2021). Development prospects of primary education integration (on the example of exact and natural sciences). *Общество и инновации*, 2(7/S), 221-225.