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THE PROBLEMS OF DESIGNING PROFESSIONAL SKILLS AND INDEPENDENT TRAINING OF FUTURE TEACHERS IN UZBEKISTAN

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ABSTRACT

This article is devoted to the problem of improving the professional skills of the teacher, as well as adequately analyzes the main stages of professional and pedagogical development of the teacher.

Keywords: potential, educator, project, activity, program, correction, mechanism, position, stagnation.

INTRODUCTION

Educators living and working in Uzbekistan in the 21st century, which today is called the “Age of Intellectual Potential”, have taken on a very high responsibility and a heavy burden, regardless of the discipline they represent. Of course, for teachers to perform this responsible task, only the knowledge they have gained in higher education, or the experience of everyday activities, is not enough. Because the current period requires regular self-professional improvement in order for teachers to be skillful connoisseurs, masters of their profession, the founder, promoter of advanced, innovative experiments.

LITERATURE REVIEW AND METHODOLOGY

At present, the process of professional self-improvement of the teacher has a topical methodological significance as one of the norms and main functions of professional pedagogical activity. Therefore, it is important to pay special attention to its essence and design.

Professional development of a teacher means the process of formation of a set of qualities of professional significance, which fully reflects the educational structure of pedagogical activity and its specific features.

It should be noted that the process of self-improvement is associated with the penetration of the influence of the social environment through the internal conditions of the teacher’s personal development. Thus, understanding the professional role, understanding the pedagogical decisions that can be made and their consequences, generalizing and predicting their professional activities, self-monitoring and self-

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improvement skills - all these are important sources and factors of master-teacher development.

Therefore, the qualities of **professional** significance are formed, changed, weakened or strengthened (professional socialization of a teacher is the acquisition of professional experience and culture) and **individualized** (the individualization of the teacher's personality is a unique personal way and form of mastering his professional relationships) in the process of socialization of the teacher's personality. In this process, the teacher emerges both as a carrier and bearer of professionally important qualities, and as an object of influence of social conditions, and at the same time as a subject of pedagogical activity and self-formation.

RESULTS

According to the results of scientific research, it can be seen that the professional development of a teacher has the following indicators:

a) internal structure - a factor that determines the consistency of the teacher's professional activity;

b) orientation - these are the systemic qualities that determine the attitude to the profession, the need for professional activity and readiness for it;

c) contradictions - this is a factor that forms the objective and subjective factors and basis of professional development; the main contradictions in the professional improvement of the pedagogical personality are the contradictions that arise between the formed qualities of the individual and the requirements for which the object exists;

d) the unevenness of the formation of qualities of professional significance, which is a factor determined by the diversity of tasks at each stage of professional development - the assignment of cognitive tasks, moral and spiritual, communicative, labor, valuable tasks;

e) the effect of reflection on the latter of the results of the current stage of development; the influence of the achievements of professional formation on the pedagogical personality goes out on the field as a secondary condition for its further improvement.

DISCUSSION

It should be noted that qualities of professional value are developed through the "transfer" from the general to the individual. They have a transit nature and go from one stage of professional development to another. It is based on sustainable methods

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and forms of pedagogical activity, behavior, and lifestyle. Therefore, the degree of formation of qualities of professional value is a criterion for professional development of the educator, which is considered in relation to the level of professional activity of the educator and shows how well he has mastered the norms of activity.

Designing the process of independent teacher training in pedagogical activities involves several steps:

Stage 1: motivation – is the formation of a career goal, career choice;

Stage 2: conceptual - understanding the content and essence of the chosen profession, diagnosing the current level of development and preparing a draft program of professional self-improvement;

Stage 3: project implementation - practical activities for self-improvement;

Stage 4: reflexive-diagnostic - intermediate and final diagnosis, analysis of results, correction of self-improvement program, rise to the level of professionalism and pedagogical skills.

This means that each stage is expected to make a huge qualitative change in a person's professional development. These stages will have a specific task and meaning. Successful execution of assignments leads to the stabilization of qualities of psychological temperament and professional significance. Thus, professional improvement of the pedagogical personality also ensures high quality indicators in the solution of professional and pedagogical tasks.

From this it can be said that the process of professional development of a teacher's personality will be either (harmonic) complete (if all steps are completed) or limited (if the teacher has only gone through a few steps).

At the stage of motivation, it will be necessary to formulate a complete overview of the formation of the professional goal – the social importance of the chosen profession (at the stage of vocational education), the forms and methods of vocational training, the professional requirements imposed on the owner of this profession.

In the second stage, the teacher experiences a process of professional self-awareness. It is a very complex and lengthy process in which a person begins to seek his place in the professional world, his (her) attitude to himself (herself) as a subject of a certain activity, his (her) thoughts about his (her) physical, mental capabilities, interests, inclinations begin to form, and the trajectory of individual professional progress develops.

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Hence, in the early stages of such professional development, social situations are crucial, which leads to the formation of creative activity in the personality of the educator.

By the third stage, the teacher's professional and pedagogical orientation, his (her) system of professional knowledge, skills and abilities are formed, and the teacher acquires the methods of solving typical pedagogical tasks. Especially in this process, the stage of professional adaptation of the teacher is characterized by the acquisition of norms of activity, the acquisition of professional knowledge, skills and general methods of performance.

The fourth stage involves the teacher's self-diagnosis and a rise to a higher level of professional training. At this stage occurs of professional formation moderation of the normative activity of the teacher, the formation of a professional position, as well as an integrated set of personal qualities and knowledge, skills and abilities of the teacher, which lead to the emergence of an effective way to perform pedagogical activities at a creative level.

The acquisition of integrated professional characteristics of a person is a process that continues even at this stage of mastery. In particular, the individual's own activity plays a decisive role in their complete formation. Thus, by showing excessive activity, the teacher changes the existing methods of activity, improves it, that is, raises his (her) methods of activity more effectively - to the level of creativity and demonstrates a high level of personal activity.

Significantly, a person who has risen to a certain stage of professional development may stop the process of progressive self-development. In this case, there is a risk of the onset of stagnation*. The main factor of stagnation in the professional development of the teacher's personality is manifested in the fact that this pedagogical system is limited by the educational process. In order to overcome this stagnation, the teacher must not only work with the student's personality, but also continue to work with his (her) own personality on a regular basis.

CONCLUSION

In conclusion, the main goal of the teacher to go through the above stages of self-improvement is not only the formation of certain professional knowledge, skills and abilities, professional qualities, but also the regular self-improvement of the pedagogue, the enrichment of his or her professional skills. Therefore, today in Uzbekistan, great attention is paid to the issue of continuous training and retraining of

* A stagnant - state or condition **:** a state or condition marked by lack of flow, movement, or development.

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teachers. The main purpose of this is to form a conscious attitude of teachers in the country to this system.

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