

STAGES OF DEVELOPMENT OF A TEACHER'S PROFESSIONAL FORMATION, AS A RESULT OF ITS CREATIVE PEDAGOGICAL ACTIVITY

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ABSTRACT--*The article presents the stages of the teacher's professional development in the process of his creative pedagogical activity. The article reveals the structure of professionalism of teacher's pedagogical activity in three main components: professionalism of knowledge, professionalism of communication, and professionalism of self-improvement. The article presents the structure of professionally personal qualities of a teacher, the socio-pedagogical concept of teacher's professional development and the stages of teacher's professional development in the formation of a professional pedagogical image.*

Keywords-- *teacher, professional, image, self-improvement, professional qualities, creative activity of a teacher, professional image, etc.*

I. INTRODUCTION

The professionalism of an individual is not only his achievement of high production indicators, but also the features of his professional motivation, the system of his aspirations, value orientations, and the meaning of labor for the individual himself. The concept of "professionalism" reflects such a degree of personal mastery of the psychological structure of professional activity that meets the standards existing in society and objective requirements. Professionalism is considered as an integral characteristic of a professional person, as an individual, personality, subject of activity and individuality, manifested in activity and communication. [1]

Professionalism, considered by us as an integral property of a personality, is, first of all, in our opinion, a set of stable features of a professional that provide a certain qualitative and quantitative level: efficiency, reliability, quality, etc., of professional activity, when performing it under various conditions. [2]

Professionalism, as a property of a specialist, includes competence, as a necessary quality, but is not limited to it. Professionalism is both a special professional worldview, and a system of relations - to oneself, one's activity, profession, to the world, and professional motivation. [3]

In other words, professionalism is made up of competence and responsibility. The professionalism of the teacher, in turn, is an integral psychological characteristic of his work, indicating a fairly high level of mastery of the profession. Pedagogical professionalism is impossible without the psychological and pedagogical competence of the teacher.

When we touch upon the question of the professional development of a teacher, we must take into account, first of all, the profound social changes that are taking place in our society today, primarily those changes that require new approaches to the development of modern education, as well as to the problem of professionalism and professional image teachers and professional image in general.

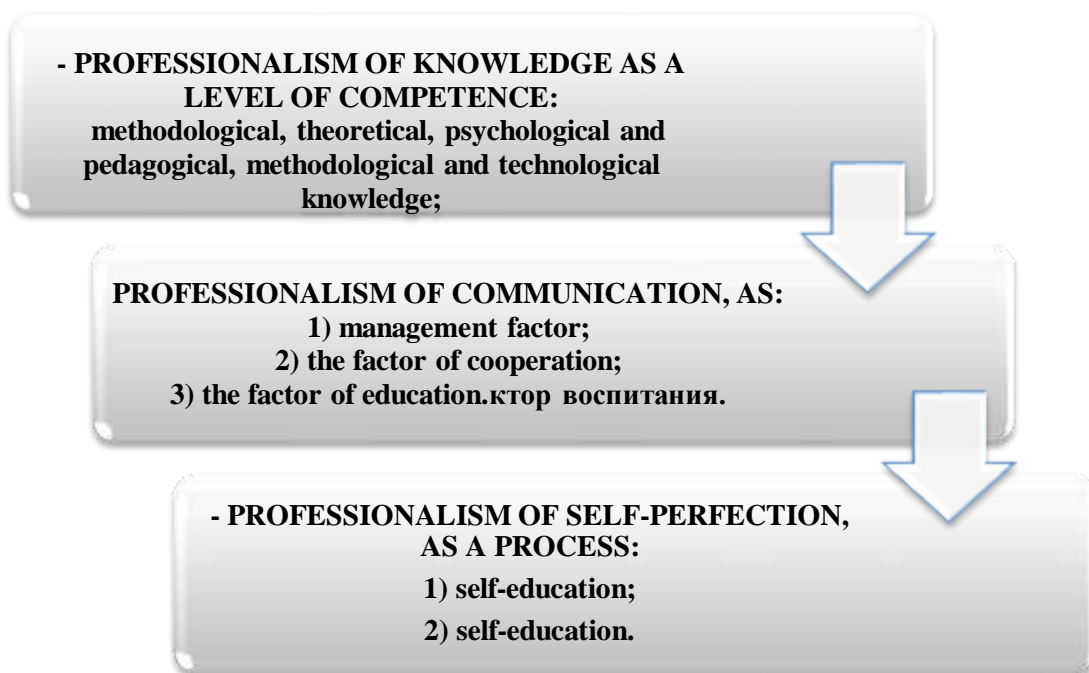
In conditions of humanization, humanization of the content and technologies of the educational process, as well as democratization of the entire school life, orientation toward the development of the student's personality, issues of improving the professional competence of the teacher and, above all, those that must be addressed directly in the school itself, are of particular importance where the daily pedagogical professional activity of the teacher takes place. And this implies a fundamentally new approach to the formation of professional competence, which, in turn, is the basis of the professionalism of a secondary school teacher.

To determine the essence of professionalism, it is necessary to characterize the specifics of the teacher's work according to the object, goals, objectives, conditions, means and results of the activities of his professional activity, that is, consider, on the one hand, professionalism as an integral quality, a personality property of a teacher - like any other quality that is formed in professional activity, and on the other - as a process and result of this activity. We believe that professionalism is the result of creative pedagogical activity and, as a result, involves a high level of labor productivity. A professional person is a person who is able to effectively solve both socio-political, professional tasks and personal tasks. From this we conclude that the professionalism of professional pedagogical activity is characterized by both a personal and an active essence, which, in essence, determines the professional pedagogical image of a teacher.

The professionalism of the teacher, in turn, is an integrated indicator of his personality - activity essence, which is due to the measure of realization of his civic responsibility, maturity and professional duty.

The specifics of the teacher's labor professional activity is determined by the fact that both the goals and the tasks that are set before the teacher are never given completely ready-made, they are always non-standard, non-standard, non-stereotyped, and creative. In addition, according to the researchers, the teacher's professional activity also has a specific set of tools, which include not only the knowledge that the teacher must communicate or transmit, but also the types of activities in which he should include students. Professional pedagogical activity of a teacher by its nature is a kind of methodological, since it is an activity to organize "other activities", namely, the organization of students.

We agree with the researchers who believe [4] that three main components can be distinguished in the structure of professionalism in pedagogical activity:



- Firstly, the professionalism of knowledge is the basis for the formation of professionalism as a whole, the basis of a holistic system - the professionalism of pedagogical activity, its originality lies in the fact that the teacher's knowledge of only his subject is not his main advantage. Professionalism of knowledge is characterized by a high level of competence in the field of methodological, theoretical, in particular, psychological, pedagogical, methodological and technological knowledge.

- secondly, in the structure of professionalism of pedagogical activity, a special role is played by the professionalism of pedagogical communication, which provides for the interaction of objects of the educational process in order to cognize and exchange information using various means of communication during joint activities. Scientific researchers distinguish three areas of pedagogical communication:

1) the first direction considers communication as a management factor and involves taking into account the characteristics of students' communication, their age characteristics, communicativeness, etc. Scientists believe that the relationship between teachers and students is manageable [5] and can be changed in a pedagogically appropriate direction, taking into account the patterns of perception person to person [6];

2) the second direction considers pedagogical communication as a specific form of activity for the purpose of cooperation. In this case, the content of communication, its structure and functions are determined in connection with the tasks of interaction and mutual influence, and the subject of research is the features of the relationship of this communication;

3) the third area considers communication as a means and factor in the upbringing of the subjects of the pedagogical process, that is, in its process there is an exchange of spiritual and moral values, mutual spiritual enrichment, as well as an increase in self-awareness.

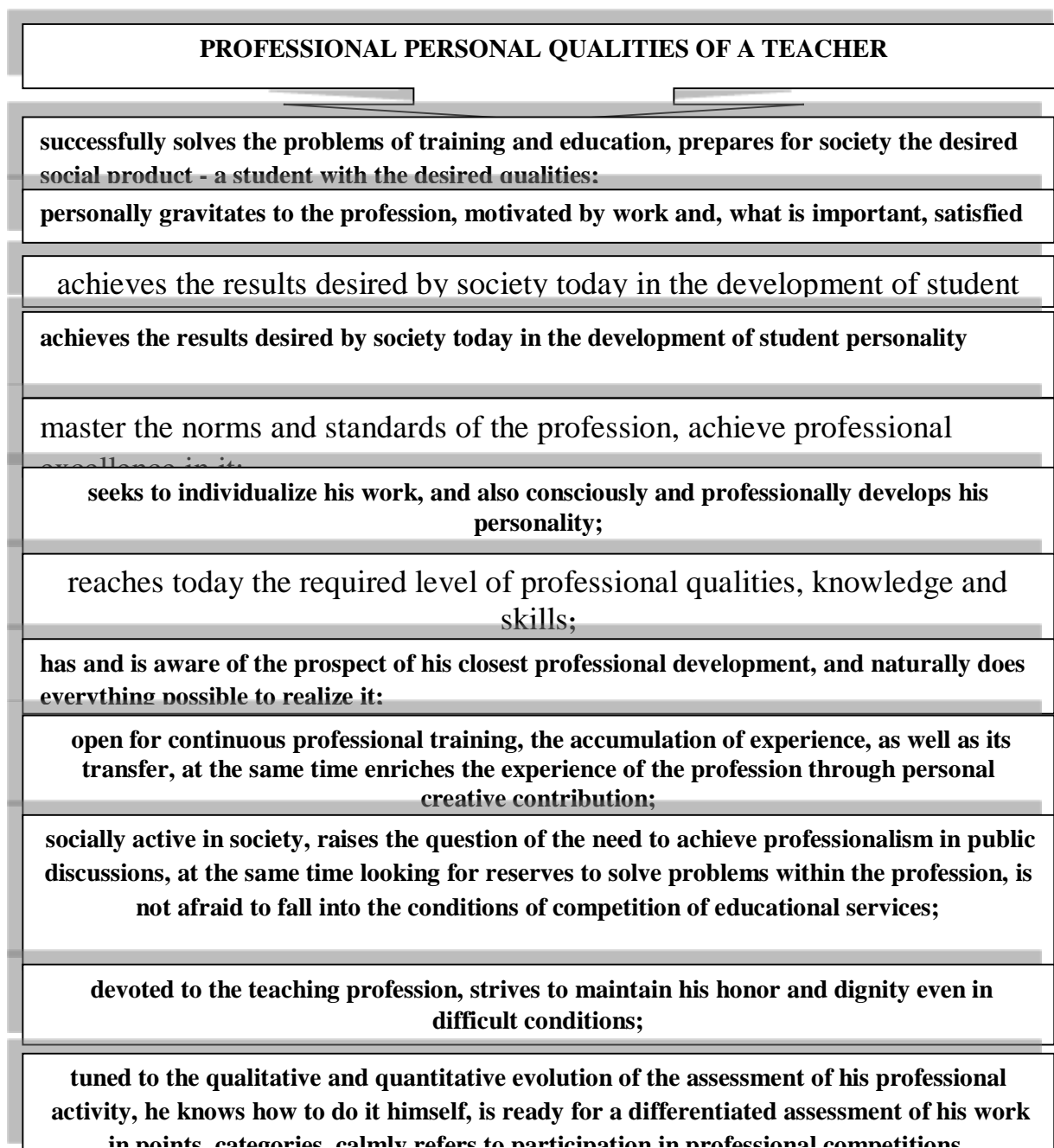
Thus, the consideration of pedagogical communication in three directions, namely, as a factor of management, interaction, as well as spiritual communication, reflects a close relationship with pedagogical activity

and allows you to identify some stable characteristics by which you can measure the degree and level of professional pedagogical communication of a teacher as a specialist on human communication.

- thirdly, the professionalism of self-improvement involves the reconstruction of educational information and the organization of their own scientific and methodological searches based on:

- on the basis of self-education - personal self-improvement of qualities, attitudes, value orientations, needs, interests, motives of behavior;
- On the basis of self-education - professional self-improvement in the process of self-mastery of the latest achievements of psychological and pedagogical science, the study and accumulation of advanced pedagogical experience, mastery of the technology for determining the level of education and training of students.

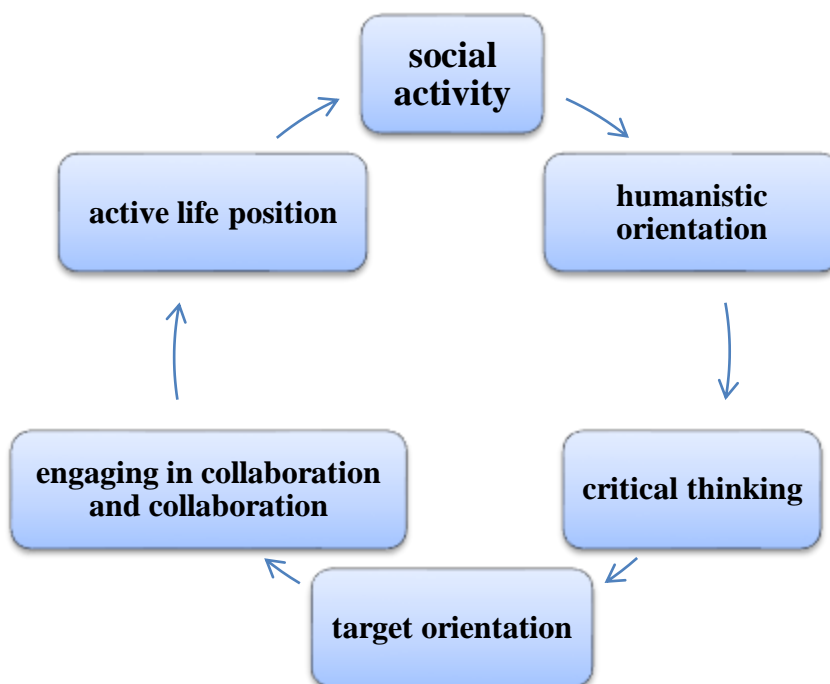
So, it can be noted that self-education and self-education in the structure of self-improvement represent an inextricable unity of education with upbringing. By analyzing and based on the opinion of many researchers, we can present professionally personal qualities of a teacher in the following structure: Scheme 1.



Scheme 1. The structure of professionally personal qualities of a teacher

Our list of personal qualities and the criterion of professionalism brings us closer to the description of the generalized reference model of a modern professional teacher, which in turn implies the formation and development of a professional pedagogical image of a teacher.

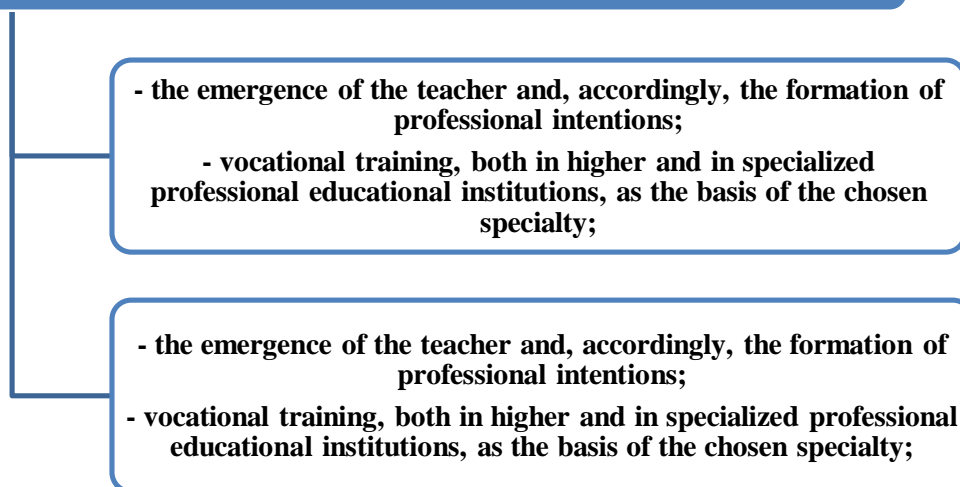
In our opinion, a very interesting socio-pedagogical concept of teacher professional development, developed by scientists [7], in which the portrait of the teacher is supplemented taking into account additional provisions in Scheme 2:



- social activity is the most important quality of an individual, as it is a fundamental property of an individual;
- humanistic orientation, as a quality of personality, corresponds to global changes in the modern world;
- critical thinking is considered as a quality of personality, manifestation of an analytical approach to the process of cognition, evaluation, as well as a teacher of the surrounding reality;
- target orientation as a quality of the teacher's personality, aimed at developing the personality of the student, the formation of his need for constant search and moving forward;
- the quality of the teacher's personality in attracting teachers and students to the process of interaction and cooperation;
- the quality of the teacher's personality, as an active involvement in life, in which the teacher's activity is manifested.

Based on the characteristics we presented, we can talk about the stages of the teacher's professional development, which, in essence, determines the formation of a professional pedagogical image:

stages of professional formation of a teacher in the formation of a professional pedagogical image:



Thus, the results of each stage in the formation of a professional pedagogical image, in our opinion, are:

-first, this is the professional self-determination of the teacher;

-secondly, it is professional, or pedagogical skill;

Thirdly, it is professional competence. [2]

Separately, we want to highlight professional or pedagogical mastery, since it is both a process and the result of a teacher's creative professional activity, which is represented by the integration of the personal qualities of a particular person with the activity essence of a profession, an integrated indicator of the degree to which a particular person is ready to fulfill the professional duties of a teacher or educator .

II. CONCLUSION

Thus, after analyzing the scientific literature, we came to the conclusion that professional excellence, which is the goal and result of professional development, is essentially the mastery of a professional image, and professional competence can be defined as the level of mastery that a person achieves on the path of professional formation and gaining professionalism, at its core, achieving a level of professional image.

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