

ELUCIDATION OF THE TERMS “PROFESSIONAL TRAINING” AND “PROFESSIONAL DEVELOPMENT”

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ABSTRACT

In the Modern Society, the role of competitive specialist is highly appreciated. But to be a competitive specialist is not common. It burdens a specialist to sustainable development, self-study and work at himself continuously. We know. In the process of acquiring knowledge, gaining experience the role of teacher is very important and honorable. At the same time, it demands them to be an expert in their subject. How should they become expert? How should they be competitive? In this article, the concepts on developing professional competency of teachers, and the key notions associated to this field have discussed and analyzed from the scientific point of view in the example of Mother Tongue (Uzbek language) and Literature teachers.

Keywords: Professional training, development, skill, comprehension, needs, demand, didactic, communication.

INTRODUCTION

The introduced reforms in the field of education realized a range of tasks, which are required to be implemented in the process of professional development, particularly in the field of improving professional training, enhancing professional skills of teachers as well as strengthening the effectiveness of educational process at the Professional Development Institutes.

As in the range of the different spheres of social fields, especially, enriching and enlarging professional knowledge, comprehension and skills of Uzbek language and literature teachers, who work in the field of Public Education is one of the crucial ones. As the president I.A.Karimov stated, “Since the live has continued both education and educating is still keeping on changing and innovating independently according to the requirements of the modern, contemporary world”¹ [2,45].

The role of location is very important while working with specialists. Introducing teachers with new teaching methods and techniques used in teaching language and literature in the professional development courses organized and conducted by the Regional Teachers’ In-Service and Retraining Institutes is not enough, but it is necessary for them methodological assistance focused on making an independent research.

In modern situation professional development is not only targeted to acquiring new technologies and achievements and basing on this upgrading, updating professional

¹ Karimov I.A. Barkamol avlod orzusi (Dream of harmonious generation), - Tashkent; Sharq, 1999, p.184

knowledge, comprehension and skills in a particular field. However, social development, educational reforms considered the organization of teachers' professional development should be established based on the new methodological approaches, at first, it should be organized taking into consideration the integration *intrinsic needs*, professional and educational interest with *extrinsic impact* opportunities of a person's self-realization² [16,5].

LITERATURE REVIEW

In the continuous education system, only experienced and skilled teachers can successfully accomplish the complex task on teaching and educating young generation. In the professional behavior of a teacher should reflect all the characters belonged to the skilled and harmoniously developed person. Appearance such type of qualities characterize the professional level of teachers³[13,26].

In accordance the ideas of the scholars in this field, the personal and professional competency of a teacher means to present their personal abilities. For instance, N. Muslimov⁴ [15, 40-45] consider creativeness of professional activity is an objective needs to make a project. As to scholar's notion, an individual designing of the professional training process of a teacher is a leading criteria of the professional-pedagogical education. He interpreted the new term "professional-pedagogical peculiarity", which is meant the results of professional formulation of a teacher – appearance and development of professional skills, he stated that the term "development" and "formulation" is close according to the meaning, the attention should be drawn not to the process, but in accordance to the result.

As to our opinion the terms "development" and "formulation" is not close according to their meaning and essence, but they are the processes followed to each other.

The personality of the teacher develops in accordance to his natural capability. M.G.Davletshin in his manual entitled "The Psychology of Modern School Teacher"⁵[8] listed 8 characteristic skills of a teacher. Such as didactic (motivating to learn the subject, clear and simple explanation, to teach cognitive thinking); academic (specific to the subjects like Mathematics, Physics, Biology, Mother Tongue, Literature, History and other); perceptive (understanding sensitive facet of the pupils as inner world, emotional situation); rhetoric (clearly conveying his thoughts by miming and gestures); organizational (organize his work definitely and maintain the unity of pupils); authoritarian (ability of gaining reputation among the pupils by his spiritual-mental impact); communicative (appropriately approach to the children, communicate them in accordance to the pedagogical norms, not to forget the requirements); Pedagogic reflection (ability of predicting the results of the activities on formulating pupils' educational skills); ability of allocating the attention (ability to draw his attention to several activities at the same time).

² Rajabova S.F. Organizational-pedagogical basis of enhancing professional competency of the professional college teachers (In the process of Professional Training): Candidate on the Science of Pedagogics. ... Dissertation. – Tashkent: SSPCEIPT, 2004. – p.191

³ Mardanov Sh.Q. Pedagogical basis of training and upgrading professional skills of Pedagogic Personnel. Doctoral Dissertation on the Science of Pedagogics.-Tashkent: Uzbekistan Scientific-Research Institute of the Science of Pedagogics, 2006. p. 257.

⁴ Muslimov N.A. Theoretical-methodological basis of the professional formulation of the Teachers in the field of Professional Education. Doctoral Dissertation on the Science of Pedagogics.-Tashkent: SSPCEIPT, 2006.-p.349.

⁵ Davletshin M. Psychology of the Modern School Teachers. – Tashkent. Uzbekistan, 1999. p.30.

As to the researcher N.V.Kuzmina's⁶ [12] opinion, pedagogical skills consist of four parts: *prognostic* (knowledge acquisition); *projective* (ability of planning the activity); *organizational* and *communicative*.

Besides pedagogical competency of professional development of a teacher, there are existed a range of factors. According to the reflections of L.M. Mitina and O.V.Kuzmenkova⁷ [14,31] presentation one's own creative skill in his activity plays a leading role. For presenting such skill the main factor is that their ability to change actively their life style and inner world. The authors considered that the comprehension the level of professional development creates convenient opportunity for professional formulation. The teachers' creative implementation of their own abilities accepted because of the formulation and development. The sense of self-realization, which plays an important role in teachers professional career is formulated the following stages: *his interest for himself as a person; self-confidence; his attitude to others; self-realization and behavior*. Personal harmony, that proven in this way leads to professional competency and skill.

METHODOLOGY

There are existed different opinions among the professionals in this field to the meaning of the term professional competency. Kh.Abdukarimov⁸ [4,46] said that professional skill appeared as a professional-moral; organizational skill; ability of analyzing and creation, but G.Boymuradov⁹ [7] stated this definition is wrong and he proofed that the term "skill" implied the essence of work career or action, shows the implication level the career of the person. Basing on this, in the range of pedagogical terms instead of the term "professional-moral skill" he specified to use the term "professional culture" or "perfect professional accord" which is considered as the highest degree of professional behavior.

In our opinion, such kind of ideas are mono-lateral. Essentially, the views of Kh.Abdukarimov meant the comprehensive reflection of professional competency. Constant organization any kind of activity caused to acquire a certain comprehension by people. Systematically continuation of the comprehended activities turns into skills. Acquired skills provide the fluency, quality and efficacy of a person career. The more interest to gain the efficacy in the work is the key of becoming to be more skilled in the professional field. Due to this, attaining professional skill has not only social value, but it has also a personal value. Because of this, upgrading Professional skills of Education Personnel is one of the crucial direction in the system of Education. Actually, first special knowledge and acquiring comprehension and experience gained and united by the activities taken up for a long time systematically reflected a *skill*.

It is known that to get education, for instance, upgrading professional skill as well as self-study is natural and social needs of each person. For defining the needs, a person should notice his lack of abilities than other people and try to find effort and opportunity to catch them. Scholar-methodologist Q.Yuldashev specified that before all "it is necessary to conduct

⁶ Kuzmina N.V. Formulation of Pedagogical-diagnostic skills in the process of preparation future professional teachers. Thesis on the Candidate of the Science of Pedagogics.-Nijniy Novgorod. 1994. p.16.

⁷ Mitina L.M, Kuzmenkova O.V. Psychological peculiarities inner-personal self-contradiction of teachers // Questions on Psychology. – Moscow, 1998. – № 3. – p.31-29.

⁸ Abdukarimov H. Professional Education and its social-pedagogical essence.//Khalq talimi (Public Education).-Tasheknt,2006. №4, p.18-20.

⁹ Boymurodova G.T. Technological System of Professional-Personal Training of Primary Class Teachers. Dissertation of the Candidate of the Science of Pedagogics. Tashkent. TSPU,2009. p.155.

Questionnaire and analyze them for the diagnostic purpose on defining the level ... of teachers professional training”¹⁰ [11,13].

In the dictionary of pedagogical terms¹¹ [9,58] given the following interpretation to the term “professional training”: “Professional training – pedagogical process targeted to gain necessary comprehension and skills rapidly for the purpose of accomplishing a certain activity or a complex of activities”. As to us, professional training –complex skills gained by the teachers before the accomplishment of a certain pedagogic purpose.

Here, we consider noting the essence of the terms “upgrading skills” and “development”. “A skill- attained experience, skill as a result of an ability to do something well, especially because you have learned and practiced it”¹² [6, 533].

DISCUSSION

Professional development is one of the type of continuous education system, which is targeted to upgrade and to enhance professional knowledge and comprehension of the professionals and administrative personnel, who work in all fields.

The term “Development” has the meaning of increasing the amount of something and reflects the lifelong process of constantly gaining specific new skills by a person. Enrichment of speech, increasing of knowledge, acquiring moral norms, apt to others attitude in communication is the indicators of the development. But, in our opinion, in the process of education the quality indicators are more important than quantity. Confident educational-enlightened characters acquired the results of development and its turn into person’s behavior and defining his educational personality reflects the essence of the term **formulation**.

In the character of human the mood enhancement, **development** resemble to running water. If we compare it, we can state that it is not necessary to teach water how to run, but we don’t allow anyone to manage it, to be encumbered its running¹³ [11,68]. Actually, the level of **development**, which is specific only for human, always occurred in accordance to the surrounding. Due to this the Uzbek language and literature teachers should know and coordinate the relations of learners’ cognitive thinking with the surroundings and can manage it. Such type of approach gives its fruitful results in the system of professional development.

By returning to the term “development” and “formulation”, we are going to draw your attention the following advantages of the issue. At first, as to its notional meaning, “*development*” means the process of transforming from one situation into another one, more bigger, better, stronger, or more advanced^{14 15} [5,584], [6,392]; “*to form*” means forming a certain content, direction. As to “*formulation*”, it is the process of developing knowledge,

¹⁰ Yuldashev Q. Innovative pedagogical thinking and scientific-methodological basis of Teaching Literature at Secondary Schools. Doctoral Dissertation on the Science of Pedagogics. Tashkent. UzSRISP. 1997. p.302.

¹¹ Djuraev R.H., Tolipov U.Q., Safarov R.G., Turaqulov Kh.O., Inoyatova M.E., Divanova M.S. Dictionary of Pedagogical terms / Edited by R.H.Djuraev. – T.: Fan, 2008., p. 196.

¹² Begmatov E., Madvaliev A., Mahkamov N., Tuhliev N., Umarov E., Hudoyberganova D., Hojiev A. Explanatory Dictionary of the Uzbek Language/ Edited by A.Madvaliev. V.2. T. National Encyclopedia of Uzbekistan, 2006. p. 382.

¹³ Yuldashev Q. Innovative pedagogical thinking and scientific-methodological basis of Teaching Literature at Secondary Schools. Doctoral Dissertation on the Science of Pedagogics. Tashkent. UzSRISP. 1997. p.302

¹⁴ Akobirov S.F., Aliqulov T.A., Zufarov S.Z., Ibrohimov S.I., Ikromova N.I., Mamatov N.M., Marufov Z.M., Mirtojiev M.M., Mihaylov G.N., Numonova Sh., Hujakhonov A.T., Habibulaev N. Explanatory Dictionary of the Uzbek Language/ Edited by A.Madvaliev. V.2. M. Russian language, 1981. p. 584

¹⁵ Begmatov E., Madvaliev A., Mahkamov N., Tuhliev N., Umarov E., Hudoyberganova D., Hojiev A. Explanatory Dictionary of the Uzbek Language/ Edited by A.Madvaliev. V.2. T. National Encyclopedia of Uzbekistan, 2006. p. 392

comprehension and skills based on personal education and activities directed a natal factor and environment¹⁶ [9,142]. It means that, *development* is the continuous process occurred from the birth of a person to the end of his activity, and *formulation* is the process directed focused activity occurred basing on the impact of external and internal factors. Owing to this, we consider to review professional training of Uzbek language and literature teacher as a part and process of comprehensive development of a person.

Comprehensive personal development of secondary school teachers investigated by psychologist A.M.Jabborov¹⁷ [10,167]. By this investigation, he defined that cordiality and self-control is higher of the social discipline teachers in accordance to the taught subject and professional training doesn't not only depend on pedagogical issues, but it influences the formulation of the personality of a teacher. According to this, truly 26,8% of teachers conduct their pedagogic career poorly and ineffective, 37,1 % and 31,2% of teachers information, communication and organizational-constructive qualities are low level; about 50,3% conservative teachers, usually work decently and strictly follow the rules, measures and requirements. Although they don't dispose to experience, their creative abilities can be revealed with the help of the principles of national education. 15,44% teachers who followed the experience of their colleagues, only 7,46% teachers who use advanced experience and the achievements of the science. Interesting fact is that, the teachers who have low information-communication and organizational-constructive competency (31.2%) and lack of skills, but work without creativity (50,3%) consist of 22,9% in the Republic level and they considered as a target group of constructing national school.

RESULTS

Despite the number of dedicated teachers more than the percentage of the passive teachers (26,8%), it is clear that this numbers cause to worry of the stakeholders in this field. Because the prior quality and efficacy of the process of education and professional career depends on the teachers' professional skill and the following personal character:

- can have strong thoughts, clear consciousness, handy intellectual competency, love his profession;
- be exemplary to the youth with his belief, faith and his love to his family;
- ability of promotion and organization, and for this love his profession, his talent, self-controlled, love children;
- follow pedagogic culture and behavior in communication, appearance and dressing;
- strong pedagogical skill, equal polite attitude, control the whole class;
- richness of speech, talk without ignorance and arrogance;
- ability of gaining reputation, be exemplary to his apprentice with his scientific-educational activities and pedagogic skills.

In the literatures concerned to the Professional development system of the continuous education mainly stressed the general conditions of professional development and professional development courses on Uzbek language and Literature target to introduce and practice methods and techniques of teaching. In these courses there is not given enough information to reveal the development of teachers professional training and core of this process.

¹⁶ Djuraev R.H., Tolipov U.Q., Safarov R.G., Turaqulov Kh.O., Inoyatova M.E., Divanova M.S. Dictionary of Pedagogical terms / Edited by R.H.Djuraev. – T.: Fan, 2008., p. 142.

¹⁷ Jabborov A.M. Psychological and Ethnical peculiarities of the Uzbek School teachers. Doctoral Dissertation on the Science of Psychology. T., UzNU, 1999. p. 167

In fact, taking into consideration the changes of the aims of the Educational Institutions in accordance occurred educational reforms in the field of Public Education, renewing the teacher career, drawing attention to enhance his professional skill - the issue of developing his professional training needs to investigate as an actual methodological problem. Because “It is difficult to understand and excuse the professionals, who sit at the managerial post and the specialists who can’t express his idea short, clearly, attractively and independently in his mother tongue”¹⁸ [3].

Likewise, “ ... the representatives of the literature and literary artworks have an important role and influence among the society and nation as a people who faithfully know and understand the soul of nation, their high hopes, contemporary life, fate and future”¹⁹ [1,7].

The aim of the national education system is to educate harmoniously developed person. This aim demands that the teacher also should be highly competitive. The quality, which needs to reflect in the harmoniously developed teacher is scientific knowledge, firmly assumption of subject on his specialty, modern technics and technologies and ability to use their service and others. The formulation of these qualities appear by gaining professional knowledge and developing personal comprehension and skills.

The teachers, who have lack of professional skill, are not able to provide quality of education gained by young generation, formulate their high moral-enlightenment spirits. It is meaningful to understand the core of Professional development of Teachers, including Uzbek language and Literature teachers as the enhancement their existed knowledge and skills with modern knowledge, enrich their moral-enlightenment quality. The rapid changes occurred in the social, economic and cultural fields required constantly enrich and enlarge existed knowledge and develop comprehension and skills. Due to this every specialist should continuously work at himself, strengthen their knowledge and skills. This process delivered by the Educational Institutions that dealt with Professional development and Retraining.

CONCLUSIONS

Basing on above discussed, we can truly state that achieving to strengthen professional knowledge and skills of secondary school Uzbek language and literature teachers we are able to prepare competitive modern teacher who are armed with up-to-date knowledge and skills. For achieving such kind of quality and efficacy of Uzbek language and Literature, we should strengthen professional knowledge and skills of our teachers basing on International standards and help teachers to be competitive by improving the Professional development and Retraining system. At present day, to organize education process based on new approaches proofed the most appropriate way of effective organization of education.

Targeting to above given ideas, used literature, studying and generating the theoretical views of the scholars conducted a research in this field we can state the following summaries:

- not only the future specialist, but also the experienced teacher should continuously develop the level of his/her professional skill;
- the teachers who doesn't gain professional training observed weak ability of educating harmoniously developed young generation;
- professional training of teachers considered as a part of the comprehensive development of a person;

¹⁸ Karimov I.A. On the way of Safety and Sustainable Development. Tashkent. V.6. Uzbekistan, 1998. p. 331.

¹⁹ Karimov I.A. Attitude to literature – means attitude to education and future. Tashkent. Uzbekistan. 2009. p.40.

- due to this professional training and its development the personal character of a person is very important;
- teachers' professional development and retraining system specified independent type of Uzbek national education.

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