

IMPROVING THE SKILLS OF TEACHER SELF-ORGANIZATION IN TEACHING ACTIVITIES IN THE PROCESS OF IMPROVING HIS QUALIFICATIONS

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ABSTRACT

The objective of this article was to analyze the existing approaches to the formation of skills of teacher self-organization in pedagogical activities in the process of advanced training and, on this basis, to determine theoretical principles for building a learning model that provides the formation of these skills.

Keywords: Pedagogical activity, qualification, professional pedagogical skills.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The objective of this article was to analyze the existing approaches to the formation of the skills of teacher self-organization in teaching activities in the process of advanced training and to determine on this basis theoretical concepts for building a model of learning that ensures the formation of these skills.

Of particular importance for our research is the consideration of the concept of "professional development".

Staff development is an element that is organically included in the system of continuing education along with training and retraining while ensuring the necessary continuity and interaction between the stages of vocational education [1, p. 162].

As a rule, professional development is associated with the need to improve the worker and the specialist in a particular direction, his professional growth and deepening of specialization.

So, for example, SG Vershlovsky, under advanced training, implies training in additional programs in order to increase professionalism and competence, to master new functional duties without obtaining a new specialty and qualification.

V. Kraevsky adheres to the same point of view, who defines advanced training as obtaining additional knowledge in the basic specialty and improving professional skills on the basis of understanding his own activity in the light of the knowledge gained. One of the strategic objectives of professional development is, in the opinion of the author, the teacher's self-improvement.

In some studies, professional development is considered from a psychological point of view.

So, by definition of AK Markov, advanced training is the restructuring by a person of his already established professional activity, combining his own experience with the experience of other specific people or generalized public experience.

Yu.N.Kulyutkin, G.S.Sukhobskaya complement this point of view by the proposition that adult education consists in changing the personal position of an adult, who sees himself as an independent subject who enters into it due to internal motivation [2, s. 117].

In our opinion, such training is not a professional development. Most likely it is a consolidation of qualifications due to the deepening of the already existing specialization in solving professional problems.

Considering the qualification of an activity as a special (reflexive) superstructure above it, P.G. Shchedrovitsky argues that the advanced training system is responsible for advancing personnel training, for developing and transforming the thinking and activities of specialists, and identifies four main organizational approaches to the advanced training system.

First approach. The system of advanced training is focused on the existing state of affairs in education and is responsible for the timely and uninterrupted provision of the education system with personnel. From his point of view, such an education system “slows down” the movement of the sphere of advanced training itself, since “lagging behind” workers fall into the system of advanced training, and the entire social system is not interested in advanced training.

- the second approach. The system of advanced training is focused on advanced training, taking into account the trends in the development of the education system and social systems in general.

- the third approach. The system of advanced training should ensure the development of individuals by incorporating them into the system and programs of continuing education, raising their level of education and development.

- the fourth approach is most relevant for our research. In the basis of the most advanced training work, there should be design, programming, research and scripting of the development of social systems, the development of practice.

- from the point of view of such an understanding of advanced training, significant for our research is the conceptual and technological model of teaching teachers, developed by T. Kaplunovich, aimed at the development of these abilities and self-development.

- the implementation of this principle implied the obligatory introduction of a reflexive link into the technology of training, which ensures that the learner relates his learning activities, on the one hand, to the normative framework of activity set by the teacher, and on the other, to his own values, goals and capabilities.

- since this model basically has a theoretical image of an ideal methodological system (multi-level education system, developmental education system, integrated learning system), the solution of the methodological problem is associated with identifying, transforming and specifying the proposed ideal systems in the teacher’s own practice.

- the researcher has developed a problem workshop, the structure of which provides for a combination of lectures and practical exercises.

- the main form of conducting a practical lesson is a lesson that combines a collective discussion of the questions posed with the subsequent individual work of teachers on the implementation of specially designed tasks devoted to the consideration of these same questions with a gradual self-assessment by the teacher of the results of their work.

- the author formulates the main directions of development and

- refining research skills in constructive

- methodical activity and in the field of analysis and synthesis of experience, which

- secondly, they contribute to their comprehension:

- - strengthening the analytical orientation of the personality of the teacher in relation to his own activities based on the development of the ability to analyze the activities of other people;

- the organization of such forms of work on courses that would put the teacher in the position of an expert methodologist, encouraged him to evaluate the experience of others according to the criteria of novelty and the possibility of using it in practice;

- the active use of various forms of joint activity for the development of objectivity of evaluation, criticality with respect to their experience [43].

The skills to substantiate the choice of the topic, the research task, the main stages of work on the topic, to analyze and describe their own experience, highlighting the leading ideas, etc. were formed.

The material that is concrete and close to real pedagogical experience, from the point of view of the authors, encourages the teacher to think independently and explore possible difficulties. A preliminary analysis of the experience of others from the perspective of an expert methodologist gives the teacher the opportunity to abstract the ideas of his own experience and easily incorporate it into concrete practice.

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