



## Factors Of Self-Professional Development Of School Teachers

**A.G'.Suyunov.**

Head of the Department of preschool and school education, Kasbi District, Kashkadarya region. Uzbekistan.

### ABSTRACT

In this article, the factors of self-professional development of school teachers are widely covered. In addition, the professional and technological factors of the teacher are listed socio-economic factors.

### Keywords:

self-professional development, personal professional development, continuous professional growth, pedagogical skill

At the present stage of the development of civilization, there are a number of global trends that have a direct impact on the formation of national educational policy, primarily the globalization of the educational space, openness and transparency. This stage is characterized by the enhanced role of self-development in the system of professional development of teachers, in which the system of continuous professional development prepares teachers for the work of modernization of the field of education and continuous professional development to the changing requirements of the individual, society and the state. responds accordingly.

The Law of the Republic of Uzbekistan "On Education" stipulates for pedagogues to respect the honor, dignity and reputation of the participants of the educational process, to provide quality training. transfer, use of information and communication technologies, advanced and innovative forms and methods of teaching and upbringing, taking into account psychological and unique characteristics, physical and mental health, physiological development of learners, minor learners to carry out educational work in cooperation with their parents or other legal representatives, to

comply with the charter and (or) other founding documents of the educational organization, the rules of the internal labor procedure, to regularly improve their qualifications , determination of obligations to undergo periodical attestation [1] in terms of compliance with the position held by each teacher and pedagogue creates modern requirements for developing his professional training and pedagogical skills.

It seems that the needs of society change the purpose and content of professional development. It is also shown what needs to be changed in the organization of teacher training, improvement of methodological training. Despite the theoretical coverage of the issues of continuous self-professional development of teachers, new areas of society, science and education increase the need to develop modern requirements for the professional development of teachers.

In the modern era of globalization, it is advisable to proceed from the requirements for students, who are important subjects of the socio-political, economic, cultural and spiritual renewal of society, when determining modern requirements for teachers. Modern society

makes new demands on the new generation. It is necessary to acquire the skills of critical and creative thinking and planning one's actions, find the necessary information to solve life and educational problems, create an information model of the object or process being studied, and effectively use new technologies. Such skills are essential for every young person today.

Currently, the following requirements are imposed on the training of students:

- general culture and knowledge, the ability to independently apply and know knowledge, the willingness to live and act correctly in changing life situations;
- discovery of new knowledge;
- participation in the educational process through self-assessment;
- the presence of such qualities as independence, initiative, efficiency, responsibility, readiness for further learning.

Based on the changing conditions and demands of society, the need for continuous education to update theoretical and practical knowledge, the teacher masters new ways to solve professional problems and improves his professional level. In this process, the concept of "training" is multifaceted. Based on this, it is possible to single out the main features of the concept of "training", such as a special type of activity of teachers in the development of educational innovations, the most important component of the new pedagogical professionalism, the result of joint actions. individual, state and society.

The individual psychological characteristic of a teacher is to work on himself for the professional development of a person and direct all his energy to solving various issues, to creating conditions and opportunities, to provide psychological support to people in mastering destructive traditions in professional and personal development.

The professional and technological factors of a teacher for creating an educational environment, ensuring the quality and effectiveness of education through the use of innovative technologies of the educational process, organizing and evaluating the educational activities of students are

determined by the emergence of specific professional needs.

The formation of scientific, creative and innovative competence is achieved on the basis of professional and technological factors. The content of this competence should be directed to the organization of innovative education.

Socio-economic factors, based on the modern requirements of society, create a high-quality educational environment and opportunities for students to acquire knowledge, educate human capital in order to be competitive in the labor market, develop the student's personality, his ability to learn and acquire knowledge determined by development. This factor influences the development of pedagogical practice in educational institutions, changing or updating modern requirements for teachers in the information society, changing and updating ideas about the educational process and knowledge.

The professional development of teachers is based on the activation and support of the needs of personal development. According to experts, the following factors can be named as factors influencing the formation of a new view on the professional development of teachers [3]:

- development of the concept and practice of continuous education;
- the new role of the teacher in the acquisition and transfer of knowledge in the information society;
- new ideas about knowledge.

The positive attitude of the teacher to the innovation process and the desire for professional development is a factor that determines the effectiveness of professional activity and affects the quality of education and the development of the student's personality.

As a result of the analysis of scientific research conducted on this issue, and our observations, it was determined that the effectiveness of the process of professional development of teachers is based on the following factors:

- the social need of society for teachers;
- the level of teaching in general education secondary schools;

- development of methodological sciences in the field of periodic and independent and continuous professional development.

In the process of independent and continuous self-professional development organized in educational institutions, as well as in the process of professional development of teachers, in order to achieve the formation and development of personal qualities of professional importance among the heads of educational institutions and teaching staff, paying special attention to the following in this process ensures that the desired result is achieved:

1. Analysis and evaluation of the activities of educational institutions, taking into account new social requirements. At the same time, the teacher reveals conflicts between goals and means, goals and results, misunderstanding and directions of self-development and realizes its necessity.

2. Changing the desire to understand the concepts and innovations in the field of professional activity. At the same time, the knowledge, skills and qualifications of teachers are updated, their spiritual and cultural potential develops, information exchange takes place, ideas about the direction of professional activity change, and personal changes occur.

It can be seen that the professional development and pedagogical skills of a specialist include not only the necessary level of professional knowledge, but also psychological preparation, self-management and the educational process, focusing oneself on the necessary activity, professional, involving the formation of professional skills, such as the ability to correctly direct one's spiritual, physical and personal capabilities to solve the task in the right conditions.

Because these skills are considered necessary phenomena in the professional development of teachers. This means that the requirements for the level of professional development of teachers include not only the necessary level of professional knowledge, but also psychological preparation, self-management and the educational process, focusing oneself on the necessary activity, professional, involves the formation of the

ability to direct one's spiritual, physical and personal capabilities to solve the set task. tasks under the right conditions

#### List of used literature:

1. On education / Law of the Republic of Uzbekistan // National database of legal documents, 09/24/2020, No. 03/20/637/1313.
2. Decree No. PF-6108 of the President of the Republic of Uzbekistan dated November 6, 2020 "On measures to develop the fields of education and science in the period of new development of Uzbekistan".
3. Rakhmankulova N. and others. Pedagogical support of the activities of public education workers after training courses. - T.: Lesson Press, 2018. - 160 p.
4. Shodiyeva M.J. Improvement of technologies of continuous professional development of elementary school teachers based on the acmeological approach: doctoral dissertation of pedagogic sciences... (DSc). - T.: 2022, - 386 p.
5. Ergashev, N. (2022). Bulutli texnologiyalarda mavjud tahdidlar, ularga qarshi kurashish mexanizmlari va metodlari.
6. Ergashev, N. (2022). Raqamli ta'lim sharoitida bulutli texnologiyalar yordamida o'qituvchilarni kasbiy faoliyatga ko'p bosqichli tayyorlashning nazariy aspektlari.
7. Ergashev, N. (2023). Methods of teaching parallel programming methods in higher education. Electron Library Karshi EEI, 1(01). Retrieved from <https://ojs.qmii.uz/index.php/el/article/view/271>
8. Ergashev, N. (2022). Texnika ixtisosliklari mutaxassislik masalalarini yechishda C++ visual dasturlash tilida klasslardan foydalanish tahlili.
9. ERGASHEV, N. THE ANALYSIS OF THE USE OF CLASSES IN C++ VISUAL PROGRAMMING IN SOLVING THE SPECIALTY ISSUES OF TECHNICAL

- 
- SPECIALTIES. <http://science.nuu.uz/uzmu.php>.
10. Gayratovich, E. N., & Jovliyevich, K. B. (2023). Theory and Methodology of Software Modeling Using the Web Platform. Eurasian Scientific Herald, 16, 59-63.
  11. Ergashev, N. (2021). ЎҚУВ МАТЕРИАЛИНИ ВИЗУАЛ ТЕХНОЛОГИЯЛАР АСОСИДА НАМОЙИШ ЭТИШНИНГ ЎЗИГА ХОС АСПЕКТЛАРИ. Scienceweb academic papers collection.
  12. Gayratovich, E. N. (2022). The Theory of the Use of Cloud Technologies in the Implementation of Hierarchical Preparation of Engineers. Eurasian Research Bulletin, 7, 18-21.