

ISSUES OF DEVELOPMENT OF THE PROFESSIONAL QUALITIES OF THE TEACHER

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Abstract: *This article discusses the development of professional qualities of pedagogues and modern technologies of teaching, as well as their role in the educational process.*

Key words: *Professional qualities of a person, professional qualification, interactive teaching, learning communication, learning activity, learning independence, logical activity, creative activity.*

Professional qualities of a person are a set of abilities that are very important for a specific activity of a person and properties that increase the efficiency of professional activity.

Vocational training is a pedagogical process that implies the goal of

rapid acquisition of skills necessary for the performance of a specific job or set of jobs.

The process of formation of knowledge, skills and competences, which allows to perform work within the framework of specific professional activity,

is carried out through specific professional activity.

Regular organization of certain activities creates certain skills in a person. And skills become competencies in the process of consistent continuation of activities. The formed qualification ensures a quick, high-quality, and efficient performance of the activity by the individual. To the extent that achieving efficiency in activity has been of interest to mankind, it has gained such relevance that the person who organizes it has a qualification through professional development. Acquiring a professional qualification has a social as well as a personal value. Therefore, the development of professional skills of personnel has become an important direction of the educational system. Competence and professional development are first of all specialized knowledge and then the conscious embodiment of experience and skills acquired through long-term and repeated exercises, passed through the call of intelligence and thinking.

Therefore, developmental educational technologies occur simultaneously in the activity of the teacher and in the physiology of the student

. Pedagogues who do not have professional skills and qualifications will not have the opportunity to provide quality education to the young generation and to form high spiritual and moral qualities in them.

It is desirable to understand the improvement of teachers' qualifications, first of all, as arming them with modern knowledge, improving their existing skills and qualifications, as well as enriching their spiritual and moral qualities. Therefore, rapid changes taking place in social, economic and cultural spheres require continuous enrichment of existing knowledge, improvement of skills and qualifications. Therefore, every

specialist should work on himself,

continuously improve his knowledge and skills. Exchange of experience, participation in practical seminars, "teacher-apprentice" traditions play an important role in the effective implementation of this process.

The following plan can be used to develop this process:

-radical change of the professional position of the pedagogue, the place of practice and participation in classes;

- since the need for the work of pedagogues without special training (insufficient skills) is practically not met in most general secondary educational institutions, preventing the involvement of pedagogues who do not have specialist knowledge and understanding of field methodology for this task and positively solving this problem (for example, aspiring, teaching creative pedagogues in retraining courses, and then sending them to advanced training courses).

The era requires the teacher to be highly qualified, and in this regard, the system of professional development and special training courses have their role and function. However, in order to organize the training process at a high level, they first need to improve the content of the curriculum, enrich it with ideas of pedagogical technology, effectively use the possibilities of information technology in the organization of classes, achieve the selection of pedagogues who have the ability to take an innovative approach to activities as lecturers, and arm them with methodological literature that can meet modern requirements. required. It is worth noting that the effective use of advanced pedagogical technologies in the teacher's work or in the training system not only forms the skills and abilities to creatively organize practice

, but also guarantees high efficiency in the activity.

At this point, the teacher chooses goal-oriented tools and methods for learning the subject or for achieving high efficiency in activities through pedagogical technologies and can develop the methodology of their use as follows:

- study the educational material in the form of module blocks;
- use of problem-based and programmatic educational elements;
- use of reference points, taking into account the rapid expansion of the scope of information;
- solving didactic game and production content issues;
- use of teaching and learning of interrelated subjects that complement each other, expand and deepen.

One of the urgent problems of the system of

retraining and professional development of pedagogical personnel is expanding, updating and enriching the professional knowledge of teachers with many years of work experience, developing their creative and social activity, and gaining competitive tolerance.

train highly qualified competitive pedagogical personnel,

it is a requirement of the time to pay attention to ensuring coherence and continuity between general secondary education, secondary special professional education, higher

pedagogical education, and the system of retraining and professional development of pedagogical personnel.

The following principles play a key role in the professional development of a school teacher:

- development of the ability to think first, and then the ability to remember in the activity of a pedagogue;
- progress of the educational process from simple to complex, from general to specific;
- to analyze personal experience and provide real evidence for the purpose of solving the problem raised on its basis;
- use of priority features of the person not to discriminate others, but to enrich the content of the process;

Discussions, problem solving, training, role-playing, demonstration (or defense), video analysis and

interactive methods with specific conditions can be effectively used in the organization of interactive education in the professional development of teachers. After all, these methods require teachers to have thorough knowledge of the essence, purpose, principles and directions of the lesson, as well as the ability to properly plan activities, specific activities (for example, methodical diagnostics, psychological description and propaganda, psychophysiological prevention, students, parents, class leaders and providing support and development for teachers and guiding students to the profession) will allow you to acquire skills and competencies of professional activity in the development of technological maps or projects .

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