

## **PEDAGOGICAL BASES AND TECHNOLOGIES FOR PROFESSIONAL DEVELOPMENT OF PERSONALITY**

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A man who does not know anything can learn; the only thing is to spark in him the desire to learn.

D. Didro

### **ABSTRACT**

The article considers ways to solve the problems of professional development of a person in accordance with the fundamental principles set forth in the Law of the Republic of Uzbekistan "On Education" and in the National Training Program.

**Keywords:** Spiritual and moral potential, intellectual competence, national orientation of education, high spirituality, creative self-realization.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

The progressive development of society, the growing dynamics of socio-economic activity led to the emergence of new realities that mediate personal and professional development. This century, the century of market relations and fierce competition, as the leading development factors, has put forward the accumulation and reproduction of not only and not so much material goods and services as the accumulation of knowledge, experience, skill, level of physical and creative development. In other words, the purpose of the educational process is not just the assimilation of educational material, but the enrichment of the intellect and spiritual and moral potential of a future specialist. Therefore, the modern criteria are not only indicators of knowledge, skills, but also the level of formation of certain qualities that characterize different aspects of the development of the individual's intellect. This means that in the formation of criteria for assessing the effectiveness of educational processes, one should also take into account intellectual competence, initiative, creativity, self-regulation, uniqueness of mindset, which are a certain system of intellectual qualities that characterize the level of development of the individual intellectual capabilities of each young person.

In the Republic of Uzbekistan, education is a priority function of the state, whose policy is aimed at creating an active, independent, purposeful and responsible person, capable of successfully fulfilling various life roles in a modern, pluralistic changing world. Today, the education system naturally adapts to the situational and future needs of the labor market and focuses on the formation of the ability to productive work and social partnership. Modern professionally significant personality traits are based not so much on the criteria for the volume and completeness of specific knowledge, but on the ability to independently replenish them, set and solve professional problems.

In solving the problem of professional development of an individual, we rely on the fundamental principles formulated in the Law "On Education" [1] and in the National Program for Personnel Training [2]. First of all, on:

- the prestige of knowledge, education and high intelligence;
- disclosure of the abilities of the student and the satisfaction of his diverse educational needs;

- the formation of a rich worldview, high spirituality, culture;
- The national orientation of education, which consists in its organic unity with the national history, folk traditions and customs of the peoples of Uzbekistan;
- the continuity of training and education;
- continuity and continuity of all links in the educational system.

Modern educational policy should be focused not just on raising the level of education of younger generations, but on the formation of a new type of intelligence, a different way of thinking, adapted to the rapidly changing realities of the world around us - social, economic, technological and informational.

We emphasize that the period of study in a comprehensive school is one of the most responsible in the formation of a person's personality. This is the time when the basic value attitudes, life positions, attitude to the surrounding reality in general and to your future profession, in particular, are being formed. Therefore, it is necessary that in this period, education in its content becomes a practical human vision, human knowledge. This means that the values and norms of culture, art, morality, all the achievements of the spiritual sphere of life - both national and universal - should be addressed to the human person, penetrate into all the structures of the integral pedagogical process, ensure its orientation to the personal development of future specialists.

Based on this, the result of the pedagogical work of the comprehensive school, in our opinion, should be comprehensive training of students for professional activities in the conditions of a changed social order and new requirements of society. Namely, so that instead of the object of the educational process, he becomes his true subject.

As our experience in an educational institution shows, students are not satisfied only with formal channels for gaining knowledge and skills; they highly value non-formal cooperation with teachers, which contributes to a fuller disclosure of potential students, active development of social experience, and full-fledged professional development. It is through such cooperation that the interconnection of self-realization and socialization of the student is carried out. Therefore, his future professional development is understood as the growth, formation, integration and realization of significant personal qualities and abilities, professional knowledge and skills, and most importantly, as an active qualitative transformation by a person of his inner world, leading to a fundamentally new structure and way of life - creative self-realization in the profession [3, 11].

Life proves that professional activity is inferior if it is based only on the reproduction of once acquired work methods. Such an activity is inferior, not only because it does not use the objectively existing opportunities to achieve higher education results, but also because it does not contribute to the development of the personality of the teacher himself. A teacher who is in constant search, much faster reaches the highest levels of pedagogical skill and professionalism. After all, it is known that creativity is inseparable from research. Creative activity goes into research whenever a teacher, deciding to generalize his experience, introduce the experience of his colleagues or new technologies, consciously applies research methods that make it possible to obtain objective data on the results of his creative work. The solution of research problems today is considered not just as the right of the teacher, but also as his professional duty.

Research activities should be part of the generalized professional skills of the teacher. However, our teachers experience significant difficulties in restructuring and organizing their activities on a research basis and are not yet ready for the necessary shift in emphasis in their usual

professional activities. The reasons for this situation lie in the existing practice of training future teachers, which does not sufficiently ensure the formation of the necessary skills and experience, and the implementation of research activities.

A modern professional teacher should be able to carry out research activities in solving the following problems. Among them: analysis of the situation of training or education and highlighting problems in it; planning work with students; assessment of the degree of usefulness and effectiveness of technologies, methods and techniques selected to solve a specific pedagogical problem or research task; collection of information about students, educational and social space; the search for means of enhancing students' creative abilities; development and implementation of innovative technologies in their professional activities.

The process of formation of readiness for research activities among teachers results in a qualitative transition from an intermediate level to a higher one. Such a transition is not possible with an associative-reproductive form of education; it requires the organization of an educational process in active forms of activity.

The education system, based on the new pedagogical paradigm, contributes to the development of innovative and developing teaching and upbringing methods that are specifically aimed at revealing the creative potential of the individual, developing the student's ability to work. This will ensure timely and adequate preparation of the young generation for the future.

When developing more advanced teaching technologies, attention is drawn primarily to their capabilities in terms of taking into account the individual abilities of students, the development of intellectual and creative abilities of both teachers and students. The search for more advanced approaches to teaching and educating students aggravates the need to build the educational process in such a way that no talented person is lost, so that the creative inclinations of each student can be fully realized.

The above factors confirm the reality, constructiveness and prognostic value of the hypothesis: education with highlighting the systematic and focused formation of self-realization abilities in students is a priority and universally significant direction of progressive movement and progress of society. This goal is still key today, as it is inextricably linked with the need to comprehensively improve the quality of teacher education in the republic, determine priorities and prospects for its development in the context of state modernization and its integration into the world community. And the main assistant in this matter is the teacher.

Modern education in Uzbekistan is developing rapidly in several directions: first of all, it is the modernization of the content of education, the development and implementation of modern technologies in the educational process, the provision of conditions for productive subjective self-realization of students.

A new type of education is being built, providing for a change in the information paradigm to an activity-semantic one, which, in turn, necessitates the formation of the students' skills to think independently and critically, analyze the conditions for fulfilling the plans, generate new ideas, predict, be sociable and contact. The means of expressing all these skills and relationships are universal logical-semantic categories, for the assimilation and comprehension of which it is advisable to maximize the development of a recreational and creative imagination.

In order to professionally develop the personality of the student, the following pedagogical approaches are considered:

- 1) by the nature of the activity - search, research, creative, role-playing, applied, orientation and orientation;
- 2) in the subject-content area - within the framework of one area of knowledge or at the junction of various educational subjects;
- 3) by the nature of the coordination of activities - direct or hidden;
- 4) by the nature of contacts - among students of the same class, school, district, city, republic, different countries of the world;
- 5) by the number of participants in the activity - individual, doubles, group, collective, mass;
- 6) by duration of activity - short-term or long-term.

Purposeful observations of the educational process, the study and analysis of best practices give reason to state that pedagogical technologies for the professional development of students provide the opportunity:

- involving each student in the active cognitive process, not only gaining knowledge, but also a clear understanding of where, how, and for what purposes this knowledge can be applied;
- to work together, in cooperation in solving various problems, showing certain communicative skills;
- the possibility of broad communication with peers from other educational institutions in their region, other regions of the country and even other countries of the world;
- free access to the necessary information (libraries, media, the Internet, resource centers, etc.) in order to form their own independent, reasoned opinion on a particular problem, the possibility of its comprehensive study.

At the same time, pedagogical technologies for the professional development of the personality of students develop their spiritual life, contribute to creative self-realization, the opportunity to take place as individuals; help the individual development of the learner, stimulate his self-development, self-education, self-education; deepen the subjective personality traits (independence, independence, etc.).

Orientation to the maximum and purposeful development of students using pedagogical technologies of professional development of personality:

- stimulates them to collective and individual choice of type, type of task, form of its implementation;
- accustoms them to full argumentation, prepares students for possible objections and mutual criticism;
- fosters their activity, initiative;
- Forms the ability to conduct a constructive dialogue.

In general, a comprehensive solution to the above pedagogical problems provides an incentive for self-education and self-development, enriches the emotional world of students, fosters high moral qualities, creates an atmosphere of psychological relaxation, provided that the teacher and student fully interact and truly cooperate. In this regard, the use of professional development technology in educational institutions, which is integrative and based on the unity of goals, principles, content and forms of organization of the pedagogical process, is of particular importance. It gives the process of vocational training for students focus, integrity, continuity and consistency, creating a comprehensively targeted and organizational-substantive basis for this training.

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