

TEACHER'S PEDAGOGICAL ACTIVITY AND PROFESSIONAL DEVELOPMENT

Tangirbergenova Muyassar

Master of Nukus State Pedagogical Institute.

<https://doi.org/10.5281/zenodo.17759834>

Abstract. This article analyzes the results of modern research on improving the skills of teachers during their pedagogical activity. Also, programs for using modern teaching methods to improve the pedagogical skills and psychological potential of teachers are discussed. According to the results of the analysis, a teacher can form effective education by organizing educational technology using new pedagogical teaching methods. In the course of our study, methods based on educational programs of experienced pedagogical psychologists are analyzed. Information is provided about the mechanisms for using new pedagogical technologies to improve the professional skills of teachers.

Keywords: Pedagogical activity, professional skills, pedagogical research, education, psychological potential, educational methods, pedagogical skills, educational technologies.

O'QITUVCHINING PEDAGOGIK FAOLIYATI VA KASBIY RIVOJLANISHI

Annotatsiya. Ushbu maqolada o'qituvchilarning pedagogik faoliyati davomida kasbiy rivojlanish ko'nikmalarini oshirish bo'yicha zamonaviy tadqiqotlarga asoslangan natijalar tahlil qilib o'tiladi. Shuningdek, o'qituvchilarning pedagogik mahorati va psixologik salohiyatini oshirishda zamonaviy o'quv metodlaridan foydalanish dasturlari haqida aytib o'tiladi. Tahliliy natijalarga ko'ra, o'qituvchi yangi pedagogik ta'lim metodlaridan foydalangan holda, o'quv texnologiyasini tashkillashtirish orqali samarali ta'limni shakllantirishi mumkin.

Tadqiqotlarrimiz davomida tajribali pedagog-psixologlarning ta'limga oid o'quv dasturlariga asoslangan metodlari tahlil qilib boriladi. O'qituvchilarning kasbiy ko'nikmalarini rivojlantirishda yangi pedagogik texnologiyalardan foydalanishning mexanizmlari haqida ma'lumotlar berib o'tiladi.

Kalit so'zlar: Pedagogik faoliyat, kasbiy ko'nikmalar, pedagogik tadqiqotlar, ta'lim, psixologik salohiyat, ta'lim metodlari, pedagogik mahorat, o'quv texnologiyalari.

Introduction

The pedagogical activity of a teacher is one of the oldest, most important and responsible professions in the development of mankind, it is one of the main factors shaping the cultural, moral and intellectual foundations of society. The content of pedagogical activity is closely related to the teacher's personal qualities, professional training, methodological skills, level of social consciousness and ability to manage the system of relations with the younger generation, and the center of this activity is the process of comprehensive development of the student's personality. A teacher is not only an organizational participant in the educational process, but also a mentor who exerts educational and spiritual influence, a specialist who fulfills the social order of society, and at the same time a social subject who constantly works on himself, renews his professional potential. Modern pedagogical theory interprets the teacher not as a specialist with a static role, but as a dynamic specialist adapting to a constantly changing educational environment. The content of pedagogical activity includes a complex set of psychological and didactic actions aimed at achieving the goals of the educational process. The main direction of this activity is to guide the student's cognitive processes, convey educational material in a systematic, clear and logical manner, develop independent thinking in students, and form motivational factors aimed at mastering social experience in them.

The teacher simultaneously performs managerial, communicative, constructive, organizational and reflexive functions, leading the integrated process of education and upbringing. The teacher's activity is manifested not only in the lesson process, but also in his extracurricular activities, communication with students, cooperation with parents, and extracurricular pedagogical initiatives. It is determined by the process of expanding the system of pedagogical knowledge, analyzing one's own experience, using advanced methods, mastering innovative technologies and updating one's activities. The scientific basis of this process is reinforced by the concepts of pedagogical psychology, didactics, competency theory, reflexive-practical approaches, activity theory and personality development.

Professional development begins with the teacher's internal need to constantly improve his personal qualities and professional knowledge. A teacher must regularly reflect on his work, assess his strengths and weaknesses, identify problems in the educational process and find scientifically based solutions to them. This requires a deep understanding of his profession, improving his pedagogical skills, and forming his personal pedagogical style. The modern education system requires teachers not only to impart knowledge, but also to form competencies, stimulate creative thinking, and form skills such as critical thinking, analytical analysis, communication, cooperation, and problem solving in students. This process requires the teacher to use interactive methods, information and communication technologies, innovative didactic tools, and effectively manage the educational process in changing situations. The modernization of education shows that a teacher cannot achieve sufficient results in his work, relying on old-fashioned approaches, because today's student is fundamentally different from previous generations: he quickly accesses information, is active in the digital environment, has a global outlook, and strives for independence.

Therefore, a teacher must constantly review and develop his professional qualifications, and adapt his educational activities to the requirements of the time. The psychological foundations of pedagogical activity are of great importance in determining the socio-pedagogical position of a teacher. The individual psychological characteristics of a teacher - temperament, emotional stability, communicative abilities, empathy, observation, and the ability to understand the psychological state of students - directly affect the quality of the pedagogical process. The teacher performs the role of a mentor who not only provides knowledge, but also provides psychological support, influences the development of the student's personality. The effectiveness of pedagogical activity depends on the teacher's communication culture, the ability to effectively organize pedagogical dialogue with students, and organizational skills.

The teacher's reliance on the principle of democracy in communication with students, support for broad-mindedness, and the creation of an atmosphere of respect and trust contribute to the success of the pedagogical process. The teacher's professional competence consists of a set of theoretical, methodological, practical, communicative, informational, innovative and social competencies, each of which is an important component of pedagogical activity. Theoretical competence is understood as a deep mastery of scientific knowledge, pedagogical laws, educational content and methodology existing in the subject. Methodological competence represents the teacher's ability to consciously choose teaching methods, logically structure the lesson process, and adapt the educational material to the student. Practical competence includes the ability to effectively implement pedagogical activities in real conditions, make the right decisions in various pedagogical situations, and manage the lesson.

Communicative competence includes the ability to manage pedagogical communication, conduct constructive dialogue, and establish healthy relationships with students, parents, and colleagues. Information competence represents the ability to master digital technologies, use ICT tools in the educational process, and work with modern electronic resources. Innovative competence is the ability to introduce new pedagogical technologies, introduce best practices into the educational process, and create and apply methodological innovations.

Social competence represents the teacher's ability to understand the role of the teacher in society, to actively participate in social processes in the education system, and to work in collaboration with his professional team. The internal motivation of the teacher, external educational opportunities, the system of advanced training, methodological service, pedagogical innovations, scientific and research activities and platforms for the exchange of experience are the main factors of the advanced training process. Internal motivation is determined by the teacher's love for the profession, a responsible approach to his work, inspiration from the success of students, and the need to improve his professional skills.

External factors are determined by the state educational policy, the methodological training system, advanced training courses, professional seminars and conferences. In the process of working on himself, the teacher studies modern methods of education, uses scientifically based approaches to improving the quality of the educational process, reflects and implements new ideas for improving his activities. The reflective approach is of particular importance in improving the professional skills of the teacher, since reflection is the process of analyzing the teacher's own activities, identifying achievements and shortcomings, understanding problems, setting future goals and developing the necessary strategies to achieve them. Reflective practice enriches pedagogical experience, allows the teacher to take a creative and critical look at his daily activities. Reflection allows the teacher to better understand the communicative processes with students, to deeply analyze the psychological and didactic situations that arise in the educational process.

As a result of this process, the teacher acquires the skills of strategic management of his professional activities, which contributes to the sustainable growth of pedagogical quality. Reflective activity can be carried out not only individually, but also collectively, in which teachers exchange ideas with each other, conduct mutual observations, share and analyze lessons, and also study and implement best practices.

Creativity plays an important role in improving the professional skills of a teacher, because creative thinking in the educational process increases the activity of students, enlivens the educational process, and increases the effectiveness of teaching. A creative teacher is able to approach the educational process in a new way, solve existing problems using non-traditional methods, and find original solutions to educational tasks.

The development of creative competence is determined by the teacher's initiative, research skills, the ability to experiment in the pedagogical process, and the ability to create a creative environment in collaboration with students. The variability of the educational process encourages the teacher to master new methods, increase flexibility, and effectively organize the pedagogical process, because a modern student is not only a recipient of ready-made knowledge, but also a partner, a creative person who actively participates in its production. The introduction of innovative pedagogical technologies into the educational process increases the demand for teachers' skills in using information technologies, because a teacher who does not have sufficient digital competence cannot achieve high results in today's educational process.

In modern educational conditions, a teacher must manage the flow of information, provide students with reliable, scientifically based, verified and logically consistent information, and teach students to select and sort information.

This process requires the teacher to have scientific thinking, an analytical approach, critical thinking, the ability to process and evaluate information. The effectiveness of pedagogical activity is also closely related to the personal qualities of the teacher. Pedagogical ethics, patience, justice, honesty, self-control, love, demandingness, responsibility, high culture, communicative openness are the main characteristics of a teacher's personality. These qualities strengthen the student's trust in the teacher, improve the psychological environment during the learning process, and increase the effectiveness of education.

Positive qualities in the teacher's personality serve as an example for students, because the student is influenced by the teacher's personality, speech, behavior, views, and life position.

The pedagogical process, by its very nature, has an impact on individuals, in which the teacher's personality serves as the main tool - the subject of pedagogical influence. Therefore, along with improving the teacher's professional skills, his personal and spiritual development is also of great importance. The process of improving skills through the system of advanced training and retraining of pedagogical personnel is constantly updated. Reforms in the education system, modernization of the pedagogical process, and updating curricula require teachers to regularly improve their professional knowledge.

Advanced training courses, scientific and practical conferences, seminars, trainings, working with teaching aids, studying foreign experience, and independent work on oneself are the main forms that serve to improve a teacher's skills. Such forms help the teacher to always have a deep understanding of the needs of the student, educational requirements, and the needs of society. The teacher's dedication to his profession, his desire for innovation, and his desire to improve the educational process make him an active and promising specialist in the pedagogical team.

Conclusion

In conclusion, it can be said that the basis of the educational process based on humanistic principles requires the teacher to approach the student as a person, respect his individuality, take into account his psychological characteristics, and help him realize his abilities. The humanistic approach involves organizing the educational process taking into account the uniqueness of the individual, his needs, interests, and pace of development. This approach requires the teacher to have a democratic, tolerant, empathetic attitude, recognize the student's personality as a value, and support his free thinking and creativity. Education based on humanistic principles focuses the pedagogical process not on filling the student with knowledge, but on educating him as an independent-thinking, socially active, and spiritually mature person.

REFERENCES

1. Turemuratova, Aziza, Rita Kurbanova, and Barno Saidboyeva. "EDUCATIONAL TRADITIONS IN SHAPING THE WORLDVIEW OF YOUNG PEOPLE IN FOLK PEDAGOGY." *Modern Science and Research* 2.10 (2023): 318-322.
2. Jarilkapovich, Matjanov Aman. "Program Technology for Choosing an Effective Educational Methodology Based on Modern Pedagogical Research in The Educational System." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 6.02 (2025): 30-33.

3. Jarilkapovich, Matjanov Aman. "USE OF PEDAGOGICAL METHODS BASED ON THE MODERN EDUCATIONAL PROGRAM TO INCREASE THE EFFECTIVENESS OF EDUCATION." *European International Journal of Pedagogics* 4.06 (2024): 26-33.
4. Jarilkapovich, Matjanov Aman. "The Role of Modern Education and The Teacher's Pedagogical Skills in The Application of Pedagogical Teaching Methods." *International Journal of Pedagogics* 5.04 (2025): 266-268.
5. Turemuratova, A. B. "TA'LIMDA PEDAGOGIK YONDASHUVLAR ASOSIDA O'QUVCHIYOSHLARNING KOLLOBORATIV KO'NIKMALARINI RIVOJLANTIRISH MEXANIZMLARI." *Inter education & global study* 3.4 (2025): 242-250.
6. Begibaevna, Turemuratova Aziza, Kujamuratova Gulnaz Jumabayevna, and Iskendarova Shayra Sabirovna. "PEDAGOGICAL MECHANISMS OF DEVELOPING COLLABORATIVE SKILLS OF STUDENTS BASED ON A MULTI-VECTOR APPROACH." *International Journal of Pedagogics* 4.09 (2024): 55-62.
7. Begibaevna, Turemuratova Aziza. "APPLYING METHODS THAT IMPROVE STUDENTS'COLLABORATIVE SKILLS BASED ON MULTI-VECTOR PEDAGOGICAL APPROACHES." *European International Journal of Pedagogics* 4.11 (2024): 178-182.
8. Begibaevna, Turemuratova Aziza. "THE ROLE OF PEDAGOGICAL METHODS BASED ON MULTI-VECTOR APPROACHES IN MODERN EDUCATION IN IMPROVING STUDENTS'COLLABORATIVE SKILLS." *CURRENT RESEARCH JOURNAL OF PEDAGOGICS* 5.11 (2024): 98-102.
9. Kurbanova, R. J., and B. E. Saidboeva. "MAKTAB VA OILADA ESTETIK TARBIYANI SHAKLLANTIRISH JARAYONIDA O'QUVCHILARNING AKSIOLOGIK DUNYOQARASHINI RIVOJLANTIRISH." *Inter education & global study* 9 (2024): 114-121.
10. Jarasovna, Kurbanova Rita. "The Role of National Values in Shaping the Aesthetic Worldview of Schoolchildren." *International Journal of Pedagogics* 5.03 (2025): 55-58.
11. Polatovna, Rametullaeva Nadira, and OLIY TA'LIMDA INNOVATION YONDASHUVLAR ASOSIDA. "PEDAGOGIK VA PSIXOLOGIK METODLARNI TAHLIL QILISHGA ASOSLANGAN TADQIQOTLAR." *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI* 3.12 (2023): 67-70.
12. Реймбаевна, М. В. "ВОЗМОЖНОСТИ СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИХ ТРЕНИНГОВ В РАЗВИТИИ ЖИЗНЕННЫХ ЦЕЛЕЙ У ПОДРОСТКОВ." *Inter education & global study* 8 (2024): 455-461.