

## STAGES OF ORGANIZATION OF SCIENTIFIC AND METHODOLOGICAL OBSERVATION IN THE PROFESSIONAL DEVELOPMENT OF THE TEACHER

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### Annotation.

The article describes the organization of scientific and methodological monitoring of the professional development of teachers in the process of professional development of public educators, the quality and effectiveness of the implementation of this process in practical training on training modules. The lines are illuminated.

**Keywords:** professional development, communication, scientific and methodological observation, professional needs, motivation, diagnosis, design.

### INTRODUCTION

Observations during the in-service training courses showed that not all educators were able to independently determine the direction of professional development, restructure their activities, interact and communicate quickly, and were more hesitant. They need practical help in selecting the necessary literature, forms of professional development, understanding their professional needs and challenges, expressing themselves, putting their pedagogical ideas into practice, and determining in which cases they should apply to educational providers. For this reason, it is important to meet the professional needs of educators, to use their internal potential to find optimal solutions to certain problem situations, to set strategies for self-motivation, self-motivation, self-development. This highlights the need for a new approach to lecture and hands-on activities in the training modules, to make the teacher a mobile subject throughout the course, and to focus more on practical lessons in particular.

The practical training on the training modules in the refresher courses ensures the acceptability and effectiveness of the organization of the process of data collection and analysis in the following areas in determining the goals and strategies of scientific and methodological observation:

- The state and society order for the professional development of teachers: state requirements for the professional competence of teachers, objective reasons for the rapid change of tasks for educational subjects, socio-pedagogical factors, changes in society, the needs of relevant institutions, suggestions and recommendations from public organizations, professionals, students and parents;
- Professional needs of the teacher: to achieve professional success, to understand, identify, correct needs, problems, difficulties, to understand their place in a competitive environment in a market economy, to independently formulate a personal-perspective program aimed at improving their competence, to express themselves, popularization of best practices;
- The results of various monitoring with teachers and students: the results of the school methodological association, certification of teachers, the definition of qualification categories, the conclusions of the pedagogical and methodological councils, the study of postgraduate training, various competitions, monitoring the quality of education, final attestation of students, results of knowledge competitions, etc.

The results of the study showed that it is expedient to implement the pedagogical process in the following interrelated and interdependent stages, which provide the achievement of scientific and methodological observation strategies for the professional development of teachers.

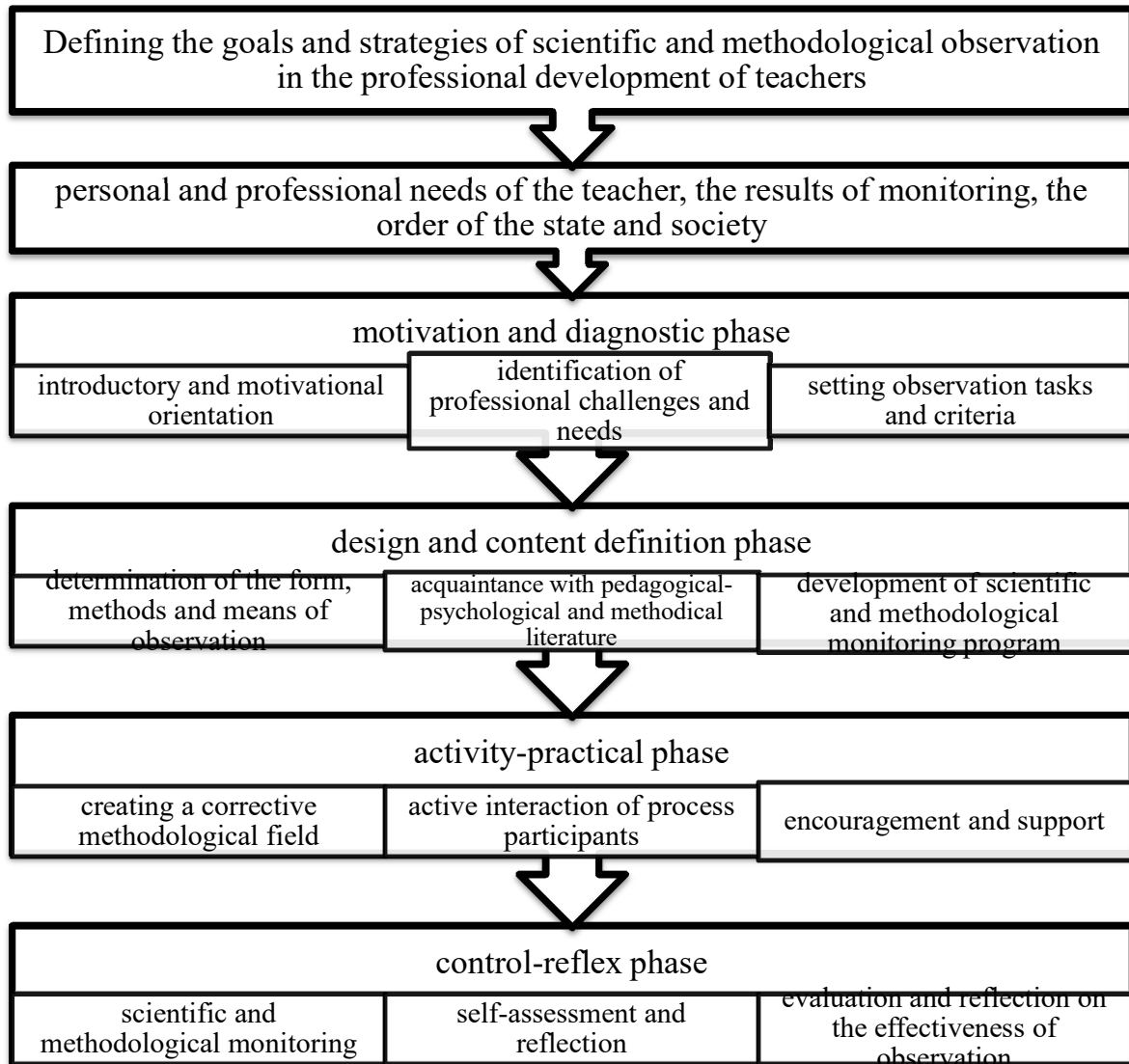


Figure 1. The content of scientific and methodological observation in the professional development of teachers

At the stage of motivation and diagnosis, a comprehensive diagnosis is made to collect targeted and structured information based on the criteria of effectiveness of pedagogical activity. It discusses the level of professionalism of the teacher, the need or motivation for self-development, readiness for innovative activities, and examines the problems of pedagogical activity. Preliminary indicators will also be set, which will be monitored for changes by the end of the process.

At the beginning of this stage, teachers will be trained in the content of methodological observation, self-development, reflexive attitude, interaction, understanding and overcoming professional difficulties. At this stage, educators are provided with the opportunity to see the limits of their level of professional competence (incompetence), to understand and feel the opportunities, limitations in their work. They focus on the self-concept and the characteristics of professional development, the interest in identifying the causes of difficulties in practice, the formation of a stable motive for continuous improvement of skills.

Once educators are properly trained, professional challenges and needs are identified. Professional difficulties are the difficulties of the educator in carrying out the purposeful professional action which is able to provide adequate and effective solution of tasks of professional value in certain situations. The analysis showed that

teachers may face professional difficulties at any stage of their pedagogical activity, regardless of their work experience, level of qualification, and the conditions created.

The methods used in this process should be person-centered, reflexive, flexible, interactive, in line with modern requirements of pedagogical diagnostic practice, goal-oriented, targeted and should allow for the dissemination of best practices. Because of the individual professional difficulties and needs of each educator, there are certain difficulties in creating methods for diagnosing them.

The professional difficulties of the educator, the thoroughness of the process of diagnosing needs, the validity of the content of diagnostic kits, strict adherence to the order of analysis, the reliability and effectiveness of the methods used ensure the accuracy of the results. The accuracy of the results allows to accurately determine the goals, objectives and forms of scientific and methodological observation.

At the design and content definition stage, a scientific and methodological monitoring program for an individual or a separate group is developed based on the problems, needs and identified strategies in the diagnosis of teachers' professional activities. The program clearly states the form, methods, tools and content of scientific and methodological observation, taking into account the specifics of the teacher (group of teachers).

Scientific-methodical observation is carried out on the basis of the selected form, method, technology and teaching materials according to the program aimed at solving the tasks set at the activity-practical stage. For this purpose, a correctional methodological field consisting of various methodological activities has been created, and in this methodological area, the introductory part of the practical training, in which science modules are conducted in the process of professional development. In this process, an individual educational trajectory of professional growth and self-development is implemented, which helps to strengthen the personal potential of the educator. This is because the fact that the process is as individualized as possible, taking into account the specifics of each participant, ensures the relevance and effectiveness of scientific and methodological observation.

This stage represents the independent search for solutions to complex situations, the creation of an environment of interaction, finding resources that provide the necessary information, self-analysis of successes and failures, the organization of quality conditions for the demonstration of best practices. It is also important not to lose motivation to solve problems, to keep the content that will achieve the expected results.

#### Conclusion

During the systematic scientific-methodical observation of the educational process, the teacher has the opportunity to logically understand the situation in a particular pedagogical situation, directly based on his personal experience, character, professional knowledge, skills, abilities and experience. The main purpose of the observation is reflected in the reflection of the educator's professional existence on the nature of professional abilities, activities and professional interactions with the subjects of the educational process. At the same time, the person understands the need to take responsibility for the nature and consequences of behavior, to be able to set this task, to be motivated to find a solution, to develop the creative abilities of the teacher and successfully solve problems in certain situations. is especially important in the solution.

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