



PROFESSIONAL PREPARATION CONCEPT OF THEORETICAL BASICS

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<https://doi.org/10.5281/zenodo.15751490>

Regardless of how people think, what field they choose, or whether they are interested in language and literature, each person expresses their thoughts through their native language and develops their noble spiritual qualities through the influence of literature. This because of also "... artistic literature representatives our people his heart , his supreme goals , today life , fate and the future closely knowing people as in our society place and effect " It is incomparable ¹," he said. idea same It is true . That this incomparable the effect to the surface causing teachers qualification where in the way more efficient in a way increase on the surface scientists many research take they went .

CIS scientists Y. Polat , A. Andreyev , N. Naydenova , G. Levkin , I. Varganova , N. Valyushina , R. Pimonov , N. Gavrilov , I. Zadorojnyaya , S. Berezhnaya , M. A. Malysheva , S. Bogdanova and abroad scientists A. Amadco , I. Allen , J. Seaman , D. Keegan , H. Kappel , B. Lehmann , J. Loeper , B. Holmberg , M. Dougiamas , P. The Taylors remotely to teach from technologies of use theory and practice issues , its didactic and methodical foundations , as well as pedagogical employees qualification increase in the system remotely to teach technologies use problems , learning content variability issues research have reached .

V. V. Guzeyev , M. V. Clarin , Y. S. Polat , V. A. Slastenins of the 1980s to the end come passive and active , maybe interactive models also separate They show .

Qualification increase in the process the teachers innovative to activity preparation issues L. Harvey , J. Goldberg , Bryan R. Cole , Ronald J. Fitzgerald , Jeffrey J. Burgard by research A. Saltzman studied the issues of developing the professional competence of heads of educational institutions.

The issues of distance learning, advanced training of pedagogical personnel, and development of professional competence of teachers have been studied by O. Osipova, V. Paramzina, Y. Polat, A. Shabanov, K. Sharifzyanova from the CIS countries and Z. Berge, J. Daniel and others in foreign countries.

At the same time, the theoretical, psychological-pedagogical and socio-economic foundations of improving the skills of pedagogical personnel in continuing education, the system of professional training, issues of improving education quality management, teacher skills, and personal qualities have been studied by CIS scientists such as V. Gorshkova, I. Podlasiy, and A. Solozhin, and scientific and methodological foundations have been developed.

Improving the professional training of teachers is a scientific problem that is of particular interest in modern pedagogical science. Therefore, different views are expressed in

¹Karimov IA Attention to literature - attention to spirituality, to the future. – Tashkent: Uzbekistan, 2009. – p. 17 .



this direction in world educational science. In particular, ²Russian scientists such as LMMitina and OVKuzmenkova note that, in addition to pedagogical potential, there are also important factors in the professional development of teachers, such as the manifestation of a person's creative potential in their work. In order to manifest creative potential, the main factor is the ability of a person to continuously enrich his way of thinking and spiritual world with noble qualities. The authors argue that an increase in the level of awareness of professional identity can create favorable conditions for professional formation. The ability of a teacher to apply his creative potential in his professional activity is considered a result of his development as a specialist.

The sense of self-awareness, which plays an important role in the teacher's work, is formed in the following stages: *attention to one's own personality ; self-confidence ; benevolent attitude towards others ; ability to see one's own faults and behave*. The personal perfection built in this way leads the teacher to professional perfection and competence.

Russian scientists also ³emphasize that distance learning is one of the forms of developing professional education for teachers, and in this process, the best traditional and innovative methods, tools, and forms of teaching based on computers and telecommunication technologies should be used in harmony.

D. Faber ⁴, analyzing the results of 248 scientific studies devoted to studying the effectiveness of the form of education, concluded that these works cannot fully meet the requirements for changing competences, and therefore, distance learning, that is, the transfer of the educational process from the classroom to the screen, cannot be a full basis for the effectiveness of the use of interactive technologies.

D. Carnevel ⁵, summarizing the results of the conference "Telelearning - 99" dedicated to the problems of distance learning, emphasizes that combining elements of traditional and online teaching methods allows for improving the quality of training of learners, that is, it is precisely "blended" education that is more effective than purely traditional or purely online teaching.

of the Republic of Latvia ⁶was approved at the general meeting of the State Standardization Association on March 24, 2010. The forms of continuous professional development are as follows:

- practical seminars, summer practical seminars-trainings and other events organized by the association;
- scientific and practical conferences and seminars, congresses;
- specially organized training courses (including distance learning and distance learning courses);
- leaders and teaching staff must complete at least 30 (10 hours formal; 20 hours informal) hours of continuing professional development each year.

²Mitina L.M., Kuzmenkova O.V. Psichologicheskie osobennosti vnitrilichnostnyx protivorechiy uchitelya [/ Voprosy psikologii.](#) - Moscow, 1998. - No. 3. - P.29-31.

³³Mitina L.M. Uchitel kak lichnost i professional. (psychological problems). - Moscow: Delo, 1994. -p.90.

⁴Farber Y/ The third circle: on education and distance learning' // Sociological perspectives' Beverly Hills/ 1998. V.41. #4. B. 797-814.

⁵Carnevale D. Distance education can bolster the bottom line a professor argues. // The chronicle of higher education. NY 1999. October 22. V.XLVI.№9. B.60.

⁶Laird E. Distance learning instructors. // The chronicle of higher education. 1999. V. XLV. No. 38. May 28. B.6.



Education system employees are members of the association and are required to submit reports on their activities to the association by January 31 of each year.

of the Republic of Lithuania⁷ has registered 90 licensed educational institutions offering non-formal education. The Ministry of Economy has a list of 700 institutions offering their services to adults and other categories. Of these, 63 are state-owned companies, 288 are joint-stock companies, 271 are individual entrepreneurs and 46 are foreign companies.

Universities also have special departments that provide adult training. Courses offered for retraining and advanced training mainly cover the areas of pedagogy, psychology, and special and additional education.

Great Britain⁸ Advanced training for specialist staff of the education system is carried out in two directions: 1. Based on special training programs at the university; 2. Based on training sessions at the school. In England, most teachers have the status of "Specialist Teacher". A student who wants to work as a teacher must pass tests in English and mathematics and obtain a "General Level for Teaching" certificate (diploma). Primary school teachers are prepared to teach all subjects taught in primary grades in the basic curriculum. They can also acquire skills in developing subject programs. All teachers who have undergone advanced training must meet the qualification requirements adopted by the state. Qualification requirements are developed by the State Secretariat and approved in the established manner.

In Malaysia, [160] the education system provides training for managers and specialists in the following areas:

- 1) individual professional development - development of leadership and management skills in education of senior staff;
- 2) organizational work - training in creating a healthy environment in an educational institution, improving cooperation programs;
- 3) improving the skills of master trainers;
- 4) scientific research - development of skills for conducting scientific work in the field of leadership and management in education;
- 5) improving skills in the use of information technologies in educational management and the development of international cooperation;
- 6) to form and develop knowledge in leadership and management in education.

State and qualification requirements for all areas have been developed and approved in accordance with the established procedure by the Department of Teacher Education of the Ministry of Education of Malaysia and the Aminuddin Baki Institute.

Currently, improving the skills of teachers and reorganizing the methodological services provided to them have become the main means of meeting the practical needs of the education system.

In order to organize the educational process in a new - technological - approach, it is necessary, first of all, to take into account the professional training of teachers, improve the system of advanced training, and pay special attention to consistency. Also, "... the future teacher must be able to didactically process and analyze his pedagogical activity; ... manage and evaluate the results; analyze existing pedagogical phenomena, as well as positive foreign

⁷Laird E. Distance learning instructors. // The chronicle of higher education. 1999. V. XLV. No. 38. May 28. B.6.

⁸Laird E. Distance learning instructors. // The chronicle of higher education. 1999. V. XLV. No. 38. May 28. B.6.



experience of professional education. The structure and content of psychological and pedagogical disciplines should include the tasks of forming methodological knowledge, skills and qualifications of research pedagogical activity, expanding the innovative capabilities of the future teacher⁹."

Professional development of teaching staff should be sincere, informal, based on mutual trust and cooperation, with shared responsibility between the listener and the educator, and interests should be harmonized; the attention of trainers should be focused on group work, role-playing games, debates, project-based, modular education, self-assessment of the educator or participant, and the like.

It is precisely thanks to advanced training that teachers improve their professional skills, approach their work differently, strive to innovate, and increase the effectiveness of teaching. A teacher of native language and literature with such high professional training knows that in order to organize a lesson based on a new approach, it is necessary to clearly define the learning goal and ensure the desired result from the lesson. To achieve such a good result, "*In advanced training courses, if conditions are created in which the listener is similar to his own activity, that is, I teach someone, he listens to me, and I control the process, he becomes a passive listener of the advanced training process and feels uncomfortable with this innovation every time he encounters it. On the contrary, if an environment is created in a training course that encourages the listener to be active, values his every opinion, and gives him the opportunity to analyze experiences and disseminate them as necessary, he will become an active participant who accepts innovation based on critical study¹⁰.*

The development of professional training of teachers of the native language and literature in the system of advanced training guarantees the effectiveness of the pedagogical process organized by them in the future. It solves such tasks as studying and analyzing the current state of professional training of teachers of the native language and literature, developing the foundations of technologies for developing professional training, and determining their effectiveness through experimental work



⁹Sharifbaeva K.Ya. Pedagogicheskie usloviya sovershenstvovaniya podgotovki prepodavateley professionalnyx kolledjey (na osnove srovnitelnyx issledovaniy): Avtoref.dis....kand. ped. nauk.-T.: 2005.-19 p.

¹⁰ Hurvaliyeva T. L. School practitioner psychologists qualification advanced pedagogical technologies based on increase : Ped . science . nom dis . – Tashkent : UzPFITI , 2008. – 176 p .

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