



## Ways of Professional Self-Development of Future Teachers

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**Abstract.** The article is devoted to determining the possibilities of professional self-development of future teachers in the system of traditional and competence-activity approaches in higher education institutions. The essence of professional self-development and the conditions of the educational environment aimed at ensuring it are based. A comparative analysis of these approaches was carried out, their specific features were determined.

**Key words:** professional self-development, traditional approach to teaching, competence approach.

**Introduction.** The main idea of the problem of professional self-development is the idea of determining the development of a personality by activity; therefore, a person is studied from the standpoint of his compliance with the profession and the success of his activity in it. The formation of a professional is possible only because of the unity of development, both professionalism and personal development. The study of a person during his life path shows that the formation and manifestation in him of the qualities of an active subject of activity last as long as this activity continues.

Features of the structure and patterns of professional and personal development dictate the need to take into account the specifics of the formation of professional and personal self-determination already in the process of studying at a university. The idea of free creative development of the student's personality as a subject of educational activity, the formation of their professional suitability, is becoming more widespread in the education system.

It is known that for effective professional activity, a conscious choice of a profession, a formed self-awareness, an awareness of one's professional suitability, as well as the ability to develop the necessary personal and professional qualities on the basis of reflection are important. There is a huge need for highly professional, socially active people with initiative, responsibility, organization and creative potential. In this regard, the requests related to the conduct of scientific and practical research of personal aspects of opportunities, ways of developing and achieving the heights of professionalism, in the process of mastering the space of professional and creative education, formation, self-development and self-realization, are being updated.

**Literature Review.** The problem of professional socialization occupies one of the central places in the psychology of professional activity. Questions about personality traits in professional activity are widely considered in the works of K.A. Abulkhanova-Slavskaya, A.V. Brushlinsky, E.A. Klimova, V.D. Shadrikova, L.G. Wild and others. According to S.L. Rubinstein, human labor is one of the most important means of personal development. In the process of becoming a professional activity, a



person necessarily develops, moreover, at least in four directions: personal-professional, professional qualifying, professional and moral [1].

**Research And Discussion.** Personal professionalism is a qualitative characteristic of the subject of labor, reflecting a high level of development of professionally important and personal-business qualities, an adequate level of claims, a motivational sphere and value orientations aimed at the progressive self-development of a specialist. One of the approaches that make it possible to highlight the significant characteristics of the subject in professional activity is the one created by L.M. Popov model of system-structural representation of the psychological organization of a person as a subject of self-development [2].

Both external and internal conditions are important for a person's self-development. Creating a developing educational environment that provides external conditions that positively affect professional self-development is one of the most important directions of modern pedagogical training. The purpose of such an environment is to open the student's potential for self-development, to activate its mechanisms. The more fully the student uses the opportunities of the educational environment as a subject, the more active his self-development will be.

According to V.I. Andreyev, the work of a high school pedagogue to help students develop a "self-concept" of creative self-development can be carried out in the following directions:

- Students' ideas about character traits, needs, motives, habits and abilities deepening;
- Help to understand their professional inclinations, interests and abilities;
- Expansion of the sphere of thought - the activity of students in the direction of professional self-improvement;
- Encourage students to self-education, self-development, self-improvement, etc.

E.F.Zeer formulated the conceptual rules of professional education that develops personality [3, p. 2425]. Among them, we highlighted the most important ones in terms of self-development:

- 1) Personal and professional development of the student is considered as the main goal;
- 2) The student himself creates the teaching;
- 3) The content of the educational standard describes the means of education, not the goal;
- 4) Cooperation of teachers and students is the key to the complete organization of the professional training process.

In the current state of the pedagogical education system, the above rules are not reflected correctly. Priority is still given to knowledge, the theoretical component of educational content, graduates do not aspire to the teaching profession, do not have sufficient skills in practical work, are not ready to solve the problems of student development and self-development [4, 5]. According to many researchers, the traditional approach to learning continues to maintain its position. The reform of the educational process is often limited by the inertia of teachers, because the use of new approaches, the creation of conditions for the professional self-development of students requires teachers to revise their activity strategies, from existing stereotypes of professional behavior.

**Conclusion.** The possibilities of the traditional approach are mainly related to the person's field of knowledge, professional knowledge, skills and abilities. The potential of the competence-activity approach is related to the subjective position of students in learning and mastering competence,



which is a systematic characteristic of the specialist. Therefore, it is necessary to take into account the characteristics of each approach when designing an educational environment. The choice of approach should depend not only on the aspects of "traditions" and "innovations", but also on the role of students in professional formation and professional self-development, which is one of the priority goals of modern pedagogical education. Therefore, in the construction of the educational process at the university, it is necessary to provide a combination of traditional and competence-activity approaches, because each of them should be used in cases where its role is most effective in the process of professional training and self-development of students' personalities.

### Literature

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