

The Need for Teachers to Be Trained in Professional Development Programs Tailored to Their Professional Development Trajectory

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ABSTRACT

The article talks about the need for professional development programs in the professional development system of mathematics teachers, the need to implement them, the criteria of educational programs and ways to determine their quality. The necessity of training according to educational programs suitable for the trajectory of individual professional development of teachers, imperfection of the mechanism of variable development of educational programs of professional development courses, quick provision of the connection between the educational content and the specific needs of the audience, it appears as a solution to such problems as defining productive ways and methods of pedagogical influence, individualization and differentiation of the process based on modern requirements.

The analysis of training programs in advanced educational institutions showed that the main focus in them is on improving the general training of pedagogues, and the professional needs of pedagogues are not taken into account as a result of the use of the same method and methods for all. From this point of view, the training system faces important tasks that must be solved without delay. One of them is to transform a pedagogue from a passive object into an active, independent, aspiring, competitive subject, that is, a subject who understands the purpose and tasks of his activities and knows how and to what extent he should have professional skills, opportunities, and abilities. Therefore, it will be possible to direct the pedagogue to regularly increase his competence by forming an active life and professional position, changing his worldview, and creating an individual educational trajectory for his development.

KEYWORDS: *professional development, individual trajectory, need, curriculum, professional development, teacher, quality of educational programs.*

Introduction:

According to the decision of the President of the Republic of Uzbekistan No. PQ-4963 of January 25, 2021, the employees of public education are classified according to their qualification level, knowledge, scientific and pedagogical potential, work experience, psychological preparation and individual professional development trajectory. tasks are set to establish the practice of training in training programs and to introduce integrated, on-the-job, remote and other types of professional training along with traditional training.

The necessity of training according to educational programs suitable for the trajectory of individual professional development of teachers, imperfection of the mechanism of variable development of educational programs of professional development courses, quick provision of the connection between the educational content and the specific needs of the audience, it appears as a solution to such problems as defining productive ways and methods of pedagogical influence, individualization and differentiation of the process based on modern requirements.

The practical activity of educational institutions for the improvement of the qualifications of teaching staff, the analysis of the curriculum and programs in it, as well as several years of observations.

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showed that their professional characteristics, individualization, skill level and needs were not sufficiently taken into account. This point of view by implication, qualification increase system in front without delay solution to be done must has been important tasks is standing Of them one pedagogue slow from the object active, independent, ambitious, competitive, i.e from the activity intended purpose, tasks understand how _ and where level professional to skill have to be necessity, possibility, and abilities who knows to the subject is to convert. So, the pedagogue's active life, professional position forming a worldview change, development of individual education trajectory made up through competence regularly to increase orientation possible will be

Literature Review. Pedagogy the term " individual trajectory of development " was first used in science I.S.Yakimanskaya [2]. It is the " individual development trajectory " of a person different direction believed to exist. They are 1) the child adults and creativity requirements adaptability (flexibility) is to him news search and to find possibility will give; 2) available from the situation output, it overcame transition way, in individual experience there is has been to knowledge, methods, actions relying on himself for new situation Create. ISYakimanskaya's own " individual trajectory of development " in his views the individual directed education within-person himself organizes reach and understanding mechanism formation with connects _

Pedagogical scientist A.V.Khutorsky to the interpretation of "individual education trajectory is _ each one education of the subject education in the process personal potential come true " individual method of release " [3]. T.P.Korostianes individual education trajectory is not only a personal development way, maybe education considering it as an individual activity program of the subject comes out His according to individual education trajectory this of the person own the decision conscious respectively acceptance to do which also indicates readiness concept is [4]. AVKhutorsky and Individual education of T.P.Korostianes trajectory to the concept given in the definition more of the person his individuality _ conscious and spiritual opportunity mean they keep But here it is of scientists individual education in definitions trajectory study activity with depends on the process that less attention directed.

E.A. Aleksandrova's education trajectory according to the analysis, is an education subject for an education giver with together work developed and education of the subject in his life education and from education except areas cover will receive activity program, he said calculated [5]. With that together, the researcher individual education trajectory 1) to the individual and to socialize directed and 2) knowledge, creativity and to practice directed trajectory types separated _ Highlight should be E.A.Aleksandrova his education trajectory according to give in the analyses A.V.Khutorsky and From T.P.Korostianets different like this the concept of " education receiver and giver with together work education and from education except areas cover will receive program

AAIbragimov defined the trajectory of individual professional development as "the teacher's understanding of himself as a subject of education, development, understanding of his personal and professional values, ability to use his potential based on the expansion of his cognitive capabilities, professional improvement, self-expression, and reflexive "a unique way of action based on experiences" [6].

It also provides the following algorithm for the construction of the individual professional development trajectory of the teacher[6]:

- conducting a diagnosis of professional needs and difficulties of the teacher based on the perceived subjective expectations (can be conducted by the teacher independently or by responsible participants of the educational system. Independent conduct corresponds to the set goals and, therefore, supported and recommended);
- determination of the goal of continuous professional development and expected results;

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- formation of the content of continuous professional development;
- determining the mechanism of interaction and directions of action with the participants of the system of continuous professional development of public education workers;
- implementation of the specified direction;
- analysis of results and reflexive evaluation.

Based on the pedagogue's needs identified as a result of diagnosis of his competence level, views on the formation of an individual training trajectory based on the selection of educational modules and study periods can be found in the research work of A.B.Radjiyev [7].

The professional competence of teachers can be increased by the effective application of individualized education in the educational methodical support and variable programs based on professional-pedagogical needs in the training system [8].

MTJumaniyozova based on the fact that one of the main factors in preparing teachers for innovative activities in research work is the individual qualification improvement program, gives the following recommendations for the creation of this program [9; p. 100]:

1. Individual qualification increase of the program purpose identify get _
2. Individual qualification increases program work exit main principles (continuity, scientific, program done to increase opportunities to be realistic) practice to do it is necessary
3. Individual qualification increase of the program structure and content teacher of activity analysis to the results based on this program teacher skills to develop directed to need.
4. Individual qualification increase of the program fulfillment control by doing go science method union or management by from time to time with control done, his monitoring take going need _

of M.T.Jumaniyazova scientific research at work qualification increase system educational method of supply structural parts calculated study subject plans, training programs, qualifications increase of the process Methodical supply organize doer interactive methods about scientific conclusions given [9]. From this, it seems that M.T.Jumaniyozova 's scientific research on work continuity and the science principle of individual competence of listeners increase program work exit through their independent qualification increase organize to do separately accent given.

T.L.Hurvaliyeva pedagogue personnel qualification increase courses for academic plan and programs work on the way out pedagogical and psychological knowledge and different age children physiology the basics deep mastery only no, that's it with together to their education to give, mental capabilities of cultivation psychology, laws and of the person formation that it is also required to know the characteristics points out [10]. It seems that T.L.Hurvaliyeva's scientific research at work educational and normative supply work on the way out individual characteristics of listeners account to get idea before pushed.

Today, the formation of the necessary skills of pedagogues based on an innovative approach cannot be achieved without taking into account the trajectory of individual professional development of teachers in the training system. AAUshakov has developed a procedural model of the individual professional development trajectory that enables the teacher's self-development at different stages of education. includes: motivational-semantic, project-prognostic, self-organizing activity, reflexive-research, and analytical correction[11].

Research methodology. Analysis of scientific literature, advanced foreign and local pedagogical experiences, comparison, and generalization methods were used.

Analysis and results. It is known that the individual education trajectory expands the limits and

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opportunities of the training environment, strengthening the motives of pedagogues, choosing convenient and effective means of continuous development of professional competence, and creating conditions for their implementation, as well as their individual characteristics, interests, professional difficulties, needs, personal motives, serves to take into account experience, skill level, and social opportunities.

It is important to develop training programs based on the professional difficulties and needs of the student, identified in the pedagogical activity or realized by the student himself, and to effectively use all types of education (formal, informal, informal) in order to organize continuous and purposeful improvement of the qualifications of pedagogic staff. In such cases, creating an opportunity for pedagogues to freely choose the form, time, and extent of training, providing external support for the development of professional competence, organizing scientific and methodical observation, and deepening their design and reflexive skills remains the main task of improving the current system. In performing these tasks, innovative approaches "...become a way of life activity that helps to develop the professional competence and general culture of the specialist throughout his life. This ensures the formation of a new pedagogical and social reality" [12; p. 25].

The following algorithm was used to create the training program:

- selection of necessary basic concepts and definitions;
- dividing the content of academic subjects into modules;
- taking into account semantic relations between subject elements (module, department);
- preparation of test tasks.

The content of the advanced training course includes theoretical training and independent practical activities of the trainee aimed at improving the skills of professors and teachers of educational institutions to work in the information and educational environment[13].

As a result of our research, we believe that the following criteria should be taken into account in training programs of professional development courses adapted to the trajectory of professional development of mathematics teachers:

1. **Consider individual needs** : Teachers have different levels of experience, different educational backgrounds, and professional development needs. Tailored programs allow for the delivery of content that is relevant to individual professional development, taking into account these individual differences.
2. **Taking into account the changes in education** : Incorporating reforms in the field of education, changes in the content of school programs, innovations in textbooks and modern approaches to their teaching into the content of adapted programs.
3. **Motivation and Accountability** : Programs tailored to a teacher's personal interests and goals increase motivation and accountability. Teachers who see the direct application of the taught skills and knowledge to their practice are more actively involved in the learning process.
4. **Flexibility and mobility** : Customized programs allow teachers to choose specific modules, courses or tracks that suit their needs and schedule. This provides flexibility and allows teachers to create (choose) their own professional development trajectory.
5. **Focus on professional skills** : Tailored programs should focus on developing the specific professional skills that the teacher believes are most important to their professional development. This may include teaching methods, technology, classroom management, and other aspects.

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6. **Individualized approaches to evaluation** : Programs can provide individualized approaches to evaluating teacher performance, taking into account not only formal tests, but also the practical application of acquired knowledge in the classroom environment.
7. **To professional development Facilitation** : Customized programs help teachers develop individualized professional development plans based on their educational goals and aspirations.
8. **Development of leadership skills** : Curriculum includes elements aimed at developing the teacher's leadership skills, which helps to strengthen the position of the teacher in the educational community.

Also, during the research, it was studied to determine the quality and efficiency of educational programs suitable for the trajectory of individual professional development of teachers.

The creation of a competitive environment in teacher training ensures quality. In our opinion, it is appropriate to use internal expertise and external evaluation criteria in determining the quality of training programs (Figure 1). Internal expertise criteria for evaluating the quality of the educational program are implemented in the following order:

- program of the structure normative requirements compatibility ;
- of the program relevance and to the goal direction ;
- program content quality
- program appropriation efficiency evaluation.

Internal the examination chair managers, educational and organizational affairs according to the vice chancellor by will be held and institute Scientific in the council discussion will be done. Education programs quality external evaluation four in the direction done is increased :

- From the listener's questionnaire get
- Training _ center on the site online questionnaire transfer
- I know programs external from expertise transfer
- Training _ course of listeners' opinions.

So, it's good quality education programs to practice current results of monitoring and listeners their satisfaction analysis to do through done is increased.

This assessment is made against the following criteria:

- Compliance of the results of professional development programs with the established state requirements;

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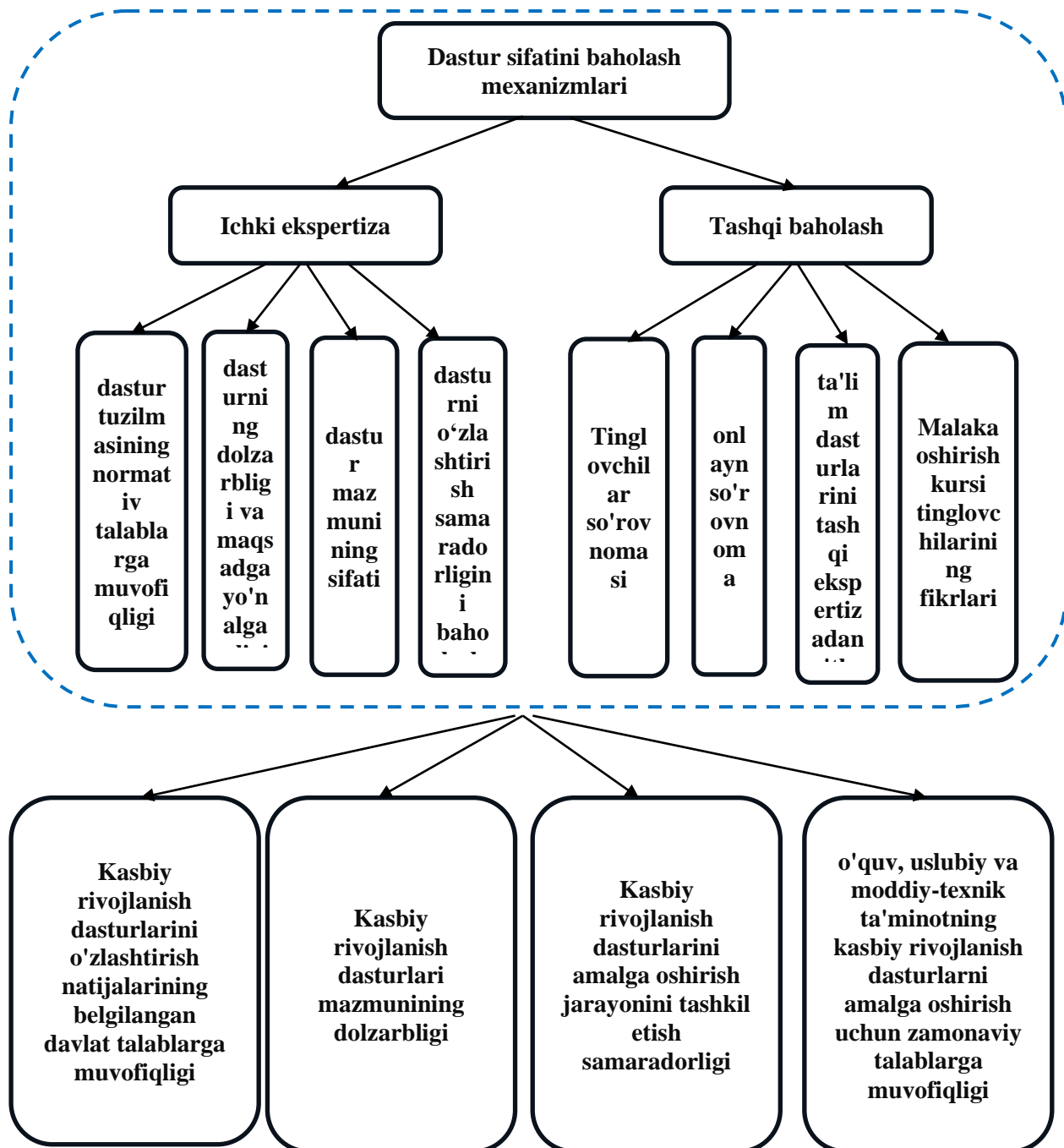


Figure 1. A mechanism for determining the quality of training programs

- Professional development programs content relevance ;
- Professional development programs done increase process organize reach efficiency ;
- Educational, methodical, and material and technical supply professional development programs done increase for modern requirements compatibility.

Listeners' feedback and their appeals to learning and return contact to the questionnaire organize will be done. of listeners access questionnaire pending study the analysis of the results to do and own professional degrees evaluation results with get to know enable will give. The final questionnaire while education services of consumers education programs content according to his relevance and practical importance, as well as educational, methodological, material, and technical from supply satisfaction level and education activities organize reach on the surface price determination enable

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will give.

Presentation done the quality of the curriculum evaluation results in education services quality monitoring of learning main directions set gave:

- Study training quality monitoring;
- course of training of the audience professional competence to develop effect monitoring efficiency.

Conclusion. Our country's education system reforms qualification increase in the system study programs content again seeing the output, it organize reach mechanisms improvement and modern requirements suitable coming, democratic principles, needs, individual professional of the teacher development to the trajectory based on qualification increase courses programs formation and to practice current reach it is necessary Because to teachers qualification increase purpose, content, form, methods, sources, means, duration, time, place and the assessment of the results in choosing freedom mean holder individual professional development trajectory make up possibility of to be given education system efficiency and quality provides.

The mechanism for determining the quality of professional development programs increase as a result pedagogue individual professional of employees trajectory and needs based on programs increases and of pedagogues education needs account received without work developed purposeful education programs and external from expertise successful past study programs and them efficient to practice current reach ways surface will come.

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