



## Professional Development Of Teaching Staff In The Process Of Advanced Training As A Scientific And Pedagogical Problem

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**Abstract:** This article examines the issues of professional development of teaching staff in the process of advanced training as a scientific and pedagogical problem. Systemic and innovative approaches to advanced training of teachers, as well as issues of improving the educational process using information and communication technologies are analyzed. Based on the analysis of scientific works of scientists of our republic on the development of professional competence of teachers, problems and prospects of the advanced training process are identified.

**Keywords:** training, professional development, teaching staff, functional literacy, systemic approach, innovative potential, information and communication technologies, pedagogical system, professional competence.

## Профессиональное Развитие Педагогических Кадров В Процессе Повышения Квалификации Как Научно-Педагогическая Проблема

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**Аннотация:** В этой статье рассматриваются вопросы профессионального развития педагогических кадров в процессе повышения квалификации как научно-педагогическая проблема. Анализируются системные и инновационные подходы к повышению квалификации педагогов, а также вопросы совершенствования образовательного процесса с использованием информационно-коммуникационных технологий. На основе анализа научных работ ученых нашей республики по развитию профессиональной компетенции педагогов выявлены проблемы и перспективы процесса повышения квалификации.

**Ключевые слова:** подготовка, профессиональное развитие, педагогические кадры, функциональная грамотность, системный подход, инновационный потенциал, информационно-коммуникационные технологии, педагогическая система, профессиональная компетентность.

## Introduction

In our country, a number of regulatory legal acts have been adopted in the field of education aimed at the effective operation of the advanced training system. In particular, the Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No. PF-4947 "On the Strategy of Actions for the Development of the Republic of Uzbekistan" and the Decree dated August 27, 2019 No. PF-5789 "On the Implementation of the System of Continuous Advanced Training of Management and Teaching Staff in Higher Education Institutions", as well as other regulatory acts recognize activities in the field of education as one of the priority areas of state policy that ensures the social development of society. These documents emphasize the need to modernize the system of advanced training of teaching staff of higher education based on innovative methods, taking into account new techniques [1; 2]. On the one hand, these decrees address the increase in the level of professional competence of the teaching staff of higher education institutions, their retraining in accordance with modern requirements, and training in new methods in order to prepare highly qualified specialists; on the other hand, the qualification requirements, curricula, and programs for the retraining and advanced training of teaching staff have been updated using modern educational and innovative technologies.

## Main part



In order to adapt to research conducted in the field of education at the global level, it is necessary, first of all, to develop mechanisms for developing special professional competencies of teaching staff of higher education institutions. This also shows that there are a number of problems in the system of advanced training for teachers. Among them:

- the difference between the functional literacy of teachers working in higher education institutions and the requirements of modern education (competency-based approach);
- in the context of the effective use of modern pedagogical technologies in the world and the quality of training sessions organized for students in the process of advanced training;
- between the social order set by the state (i.e. training teachers in new methods) and exemplary programs for advanced training, as well as traditional teaching methods that do not contribute to the improvement of professional skills, such as reproductive training.

Reforms carried out with the aim of improving the advanced training system emphasize the importance of training teachers on the basis of scientifically and methodologically substantiated promising programs (step-by-step training), more attention to practical classes and orientation of the educational process towards independent knowledge acquisition, which is of great importance for improving the advanced training system.

In the process of advanced training of teachers in our country, the problems of developing professional skills and the scientific and methodological foundations for choosing the content of education were studied in the research of such scientists as Zh.G.Yuldashev, A.T. Gulboyev, N.A. Muslimov, Sh.Saidkulov, Sh.K. Mardonov, Dzh.U. Kusharbaev, I.R. Khoriyev, A.E. Obidov and others. Their works examine the socio-pedagogical requirements for the process of continuous advanced training of teaching staff, the organizational, pedagogical and methodological conditions of this process. Advanced training of teaching staff is characterized as a separate independent pedagogical system of continuous education, which has its own structure, goals, content, forms and methods of teaching, as well as the final result. The process of advanced training of teaching staff, being a pedagogical system with its own characteristics, is primarily a system of training people who occupy a certain social position and professional status in society [3]. In the research of Zh.G.Yuldashev, the scientific and methodological aspects of choosing the content of education in the process



of advanced training were studied, and he identifies the following principles that should be a priority in improving the system of advanced training for teachers: ensuring accessibility, humanization; studying the real needs of teachers and satisfying them; differentiating the advanced training of teachers at various stages of their professional activity, ensuring variability in the choice of content, forms, methods, timing and pace of advanced training in accordance with the capabilities of teachers; adhering to the principle of consistency in the process of advanced training; creating a system focused on the search, study and analysis of pedagogical innovations, as well as on choosing the most effective of them and their implementation in practice [4].

In the research work of A.T. Gulboev, advanced training of teaching staff is considered as a pedagogical system with its own characteristics. First of all, this is a system of training people who occupy a certain social position and professional status in society [3].

N.A. Muslimov singles out the "systemic approach" as the general scientific basis for the professional development of a teacher, i.e. the need for special attention to defining the purpose, functions and structure of the system when organizing the pedagogical process [5].

When organizing a systemic approach in the educational process, various methods are used to accomplish the tasks set. The systemic approach guarantees the integrity of the educational process, the use of various forms, means and methods, the fulfillment of educational tasks, as well as a comprehensive analysis of the results obtained. Thus, the "systemic approach" is the answer to the question "How should we teach?" in didactics.

The scientific foundations for applying the systemic approach in teaching were initially studied by educators V.G. Anyaev, B.F. Lomov, as well as L.S. Vygotsky, L.V. Zankov, D.B. Elkonin, V.V. Davydov and others, who developed the systemic approach in the direction of the systemic-activity approach. Based on modern requirements, the system-activity approach plays an important role in improving the qualifications of teachers, developing their professional skills, functional literacy and other qualities. At the same time, the system-activity approach is a theoretical doctrine that encourages teachers to self-development and continuous learning. The teacher-scientist Sh. Mardonov, analyzing the process of retraining and advanced training of teachers, comes to the conclusion that "the main drawback in the systemic organization of the process of advanced training is ignoring the psychological and pedagogical features of adult



education, as well as in the use of teaching methods and tools used in teaching schoolchildren and students, which significantly reduces the effectiveness of training" [6, p. 62]. The scientist emphasizes that when determining the strategy of the system of training and advanced training of teachers, it is necessary to pay attention to the formation of educational values in the teacher. One of the educational values is the socialization of the individual, the restoration of his socio-cultural values, the organization of his creative activity, as well as ensuring active participation in public life and the educational process [7, p. 34].

In the research work of D.Zh. Kusharbaev, the pedagogical conditions for the development of innovative potential of teaching staff in the process of continuous professional development and its implementation are highlighted. The researcher identified the following pedagogical conditions for the development of innovative potential of teaching staff: organization of methodological work with teachers based on programs for the development of innovative potential, taking into account modern principles and approaches to organizing innovative activities; adherence by teachers to the principle of regularly improving the level of professional self-awareness; creation of an innovative environment that promotes the generalization and implementation of new pedagogical ideas, technologies and projects [8].

In connection with the requirements of the time, pedagogical and scientific research related to the informatization of the educational process, improving the quality of education based on information and communication technologies, developing professional training of teachers in the system of retraining and advanced training, as well as improving monitoring mechanisms in the advanced training system, were carried out by such scientists as A. Abdukadirov, U.Sh. Begimkulov, R.Kh. Dzhuraev, F.M. Zakirova, T.T. Shoimardonov and others.

Very important for the modern educational process is the application and effective use of information and communication technologies, pedagogical foundations of informatization of the educational process, organizational directions of introduction of information and communication technologies in education, technologies of creation of electronic educational resources, pedagogical software and their use, as well as issues of information culture. These topics have been comprehensively studied by a number of scientists of our republic, and important aspects of application of information and communication technologies in the educational process have been noted. This includes: organization of differentiated and individual learning, assessment of



the educational process, feedback, presentation and demonstration of dynamic processes of the phenomena studied, use of animation, graphics, cartoons and other information technologies [9]. In the research work of T. Shoimardonov, issues of theoretical substantiation and practical implementation of an integrated electronic educational environment, serving for systematization of educational and methodological information in institutions of retraining and advanced training of teaching staff, as well as monitoring of professional activities of teachers using electronic methodological systems, are considered. In addition, the researcher developed a software platform for remote online testing, which serves to determine the level of professional development of a teacher and was implemented in the process of advanced training [10].

A group of local researchers developed an integrative model of distance learning for teaching staff, which was put into practice [11]. This model provides for: a single methodological support for the educational process, integration of various resources within the areas of advanced training to create broad opportunities to improve the quality of education, ensuring the continuity of independent acquisition of knowledge and other important points. Within the framework of the integrative model, constant monitoring of the quality and effectiveness of the distance learning process is also carried out, which meets state requirements. The didactic and methodological foundations of distance learning for teaching staff were studied.

Some young researchers in our country have studied the issues of improving pedagogical mechanisms for the development of professional qualifications and integrative activities of teachers in the process of advanced training.

Based on the study and analysis of advanced foreign experience, J.A. Turekiva developed mechanisms for the professional development of teaching staff in the process of advanced training. The work also presents ways, methods, means, mechanisms and technologies for improving the advanced training system based on advanced foreign experience, as well as the possibilities of widespread use of distance learning based on international practices [12].

In the research work of K.M. Azizova developed a conceptual model of integrative pedagogical activity of a teacher in the process of advanced training, which is based on professional needs, levels of interdisciplinary integration, ensuring the relationship of social, pedagogical and educational characteristics, as well as educational and didactic opportunities for integration, in the context of the content of the educational material, its form and level of material



implementation [13]. In the research work of A.S. Dzhuraev, the significance of innovative activity in the process of developing the professional qualifications of students, the importance of applying models of professional qualification development in the process of advanced training, and a strategy for ensuring the quality of education in the direction of advanced training of students was considered. In addition, the researcher emphasizes the importance of the following tasks in the systemic-functional model of professional qualification development in the process of advanced training. These are: clarification of the goals and objectives of the advanced training process; determination of the principles of professional qualification development; variability of forms of professional qualification development [14]. The systems approach considers the pedagogical process as an integral system, which is an important factor in professional development. This approach encourages teachers to self-development and supports continuous education. Within the framework of the system-activity approach, the main tasks are the organization of the educational process, the introduction of innovative methods and the development of monitoring mechanisms. The methodological foundations for the formation of professional skills and qualifications among managers and teaching staff in the process of advanced training have been studied by such scientists as Yu. U. Ismadiyarov, M. Zhumaniyazova and D. S. Sarimov.

The study by Yu. U. Ismandiyarov is devoted to improving the mechanisms for the formation of innovative management in the system of higher pedagogical education. The researcher developed a structural and logical scheme for training heads of higher educational institutions in accordance with the program of advanced training courses in innovative management [15].

In the research work of M. Zhumaniyazova, the psychological and pedagogical conditions for preparing teachers for innovative activities in the context of advanced training were studied. Innovative activity is considered an important component of pedagogical work, while the study specifies the criteria for innovative activity, the system and technology of preparation for innovative activity, as well as interactive methods based on experimental data [16].

In the research work of D. S. Sarimova, the priority of the tasks of developing pedagogical activity in the process of advanced training through educational content, scientific and practical significance of the educational material, as well as its compliance with the capabilities of students to master it within the time allotted for the educational material is emphasized [17].



## Conclusion

The process of advanced training of teaching staff is an important tool for ensuring professional growth, and its effectiveness requires a systematic approach and the use of innovative technologies. The legal and regulatory documents adopted in Uzbekistan have created broad opportunities for the development of this area. Research shows that the development of functional literacy, the formation of systemic activities and the use of modern educational technologies are the main criteria for improving the professional competence of teachers. At the same time, a harmonious combination of international experience and national characteristics is important in improving the process of advanced training. The results of the article create the basis for developing promising proposals for further modernization of the system of retraining and professional development of teaching staff.

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