

Stages In The Development Of Professional Training For Teachers And Prospective Teachers

Sojida Saifullaevna Gafurova

Jizzakh Polytechnic Institute, Jizzakh City, Republic of Uzbekistan

Received: 14 April 2025; **Accepted:** 15 May 2025; **Published:** 19 June 2025

Abstract: This article explores the essence of the management system for developing the professional identity of future teachers within the professional practice of university educators. The author concludes that the professional development and self-education of university faculty remain underexplored areas in the pedagogy of lifelong learning.

Keywords: profession, pedagogical process, model, personality, content, health, form, method.

Introduction

The system of managing the professional development of a teacher's personality in the process of continuous pedagogical education, being a fundamental component of social management, possesses a number of general and specific characteristics. The general characteristics include the presence of both a subject and an object within the system of managing professional upbringing; the multi-level nature of both the subject and object of management; as well as the existence of direct and feedback connections between the stages and components of continuous pedagogical education. Direct links refer to the mechanisms through which the management subject influences the object. The main stages of the management process include goal setting; collection and processing of scientific data; diagnosis and forecasting; analysis and systematization of facts; achievement of the goal, and, on this basis, the formulation of a new goal. Among the specific features of the activities of an educator, school teacher, and university lecturer.

Given the continuous and successive nature of professional upbringing and its holistic character, the components of universal and national education systems are presented as necessary and sufficient for its functioning. In our study, the key structural components of continuous pedagogical education include: the content, forms, and methods of educational and career guidance activities at the pre-university stage; the educational activities of university instructors as agents in shaping the professional

development of the future teacher's personality; and the system-forming factors, which are represented by the goal-setting factor, the outcome factor at the stage of the teacher's professional advancement, and the activity of the lifelong active teacher (lifelong practicing) teacher.

Scientific analysis shows that the actions and aspirations of a professional's personality form the foundation of their skills. In the course of our research, we found that the management of the professional development of a future teacher's personality within the professional activities of a university instructor, as a type and core component of social management, represents a purposeful activity based on a set of skills in pedagogical analysis, goal-setting and planning, organization, control, regulation, and adjustment of educational influences within the process of continuous pedagogical education. The activity of a university instructor, in accordance with the system of managing the professional development of the personality of the future teacher and the practicing teacher under consideration, is carried out at three interrelated and interdependent stages: pre-university, university, and post-university. As we have already stated, each specific stage addresses its own clearly defined objectives. At the pre-university stage, professional self-determination takes place—that is, the awareness of the correctness of the chosen profession for both society and the individual. During this stage, the direction of interests is shaped, a general

cultural level is established, a spiritual need is formed, and basic elements of practical pedagogical activity are acquired. At the university stage, professional upbringing takes place; that is, the future teacher develops professional self-discipline, cultivates professionally significant qualities and general pedagogical culture, and forms an adequate assessment of their capabilities in pedagogical activity. At the post-university stage, the attitude towards pedagogical activity is formed, the level of practical and creative professional activity is improved, the awareness of one's «I» and its relationship with the collective «WE» deepens, analysis and evaluation of one's professional upbringing are carried out, and the aspiration for purposeful enhancement of general culture and continuous education is strengthened. The system of managing the professional development of the future teacher's personality reveals the essence of managing educational work in the process of continuous pedagogical education. Our study characterizes the structural and functional components of the professional upbringing system, substantiates the place and role of the university instructor in the system of managing the professional development of a teacher's personality; and analyzes the current state and challenges of improving the management of professional upbringing in the process of continuous pedagogical education.

During the study of the problem's state, it was revealed that despite the significant expansion of research scope in higher education pedagogy and continuous pedagogical education, the professional upbringing and self-development of university instructors remain insufficiently explored areas within the pedagogy of continuous education.

The structure of the actual educational activities of university instructors' teaching work remains insufficiently studied, depending on their scientific and pedagogical qualifications, the focus of their professional activities, gender and age characteristics, and the development of the educational skills of university instructors, who train future professional educators.

An objective analysis of the initial data leads to the conclusion that the reasons for teachers' insufficient readiness to address social and professional tasks in student educational work include the lack of a scientifically grounded system for educational work with students, the absence of unity and continuity among the stages of continuous pedagogical education, and the weak consideration and utilization of the educational potential of university instructors' activities. The level of preparation of future teachers in pedagogical institutes and universities for educational work is much lower than for academic work. Thus, the

development of a teacher's skills in teaching activities progresses significantly more intensively than in educational work.

It is known that a system as a whole consists of separate structural elements that are interconnected in a specific way. In our study, each component is considered as a subsystem and operates in accordance with the unified goal set before the system as a whole. The management system shapes the arrangement of elements and their interaction. The pedagogical leadership of the governing body, based on new pedagogical and information technologies, facilitates the acquisition of necessary information, which is systematically presented in separate sections of our dissertation. Currently, work is underway to improve the effectiveness of continuous education. Life itself constantly imposes new demands on the education system, where quantitative and qualitative changes are driven by the rapid and ever-increasing pace of development in pedagogical science.

The study of the problem's state shows that the effectiveness of the management system of continuous pedagogical education partly depends on decisions made during the professional development of the teacher's personality based on the assessments and opinions of specialists, i.e., expert evaluations. Expert evaluations can serve as an important source of information in solving management system tasks, forming the objective functions of controlled entities, studying these entities, selecting influencing variables—including continuous ones that determine the nature of the processes occurring within them—and so forth.

Expert evaluations reflect the experience, intuition, and knowledge of specialists regarding the studied object and, despite their subjectivity, contain useful, necessary, and objective information.

In intellectual decision-making processes, images and emotional responses to them play the primary role. An image can be considered as a mental representation of an object. It is a regulator of relationships and a source of operations transforming knowledge into a creative idea. Then the idea is transformed into a decision. However, a computer program provides a more accurate and objective answer than an expert.

Studying the state of the management system for the professional development of the teacher's personality, we concluded that a new level of informatics in the continuous pedagogical education system should ensure the widespread establishment of specialized pedagogical information centers or banks. Programs stored in the computer's memory will simultaneously provide new information and consultations on career choice. During testing, it will become possible to learn about the student's level of upbringing and education,

as well as their individual abilities.

During the study, we confirmed that the education of children and students becomes more effective, which allows, for example, partially eliminating homework and using the freed-up time for various creative activities in preschool and primary education. Thanks to the application of innovative technology, children's interest in learning increases: through computer games, they become acquainted with various professions; new opportunities for effective management of continuous education are individualized and implemented. The use of non-traditional technologies contributes to the development of figurative and abstract thinking, as well as independent work skills. However, the implementation of new pedagogical and information technology in the continuous pedagogical education system requires a certain period of time to adapt to new socio-intellectual conditions. The application of new pedagogical and information technology can solve

many problems in the process of continuous pedagogical education, significantly increasing the efficiency of the work of educators, teachers, and university lecturers as sources of the professional and cultural development of modern specialists. The analysis of the problem's state made it possible to systematically present numerous management activity theories in their chronological order and outline the most important research tasks in the field of continuous education pedagogy. The main principles of management are planning, scientific approach, democracy, continuity, and optimality.

Thus, the system of continuous pedagogical education is scientifically manageable. The principle of democracy is a comprehensive principle of socio-pedagogical management of the professional development of the teacher's personality in the process of continuous pedagogical education with the application of new pedagogical and information technologies. It looks as follows

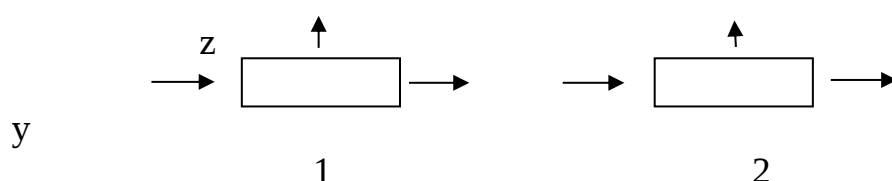


Figure 1. The course of the pedagogical education process with the use of information technologies.

The pedagogical process, as an object of management, is characterized by a large number of input parameters. Let us denote the efficiency criterion of the complex pedagogical process as $Q(u, y, z)$.

where $U = (U_1, U_2, \dots, U_m)$ - vector of control variables;

$Y = (Y_1, Y_2, \dots, Y_3)$ - output vector;

$Z = (z_1, \dots, Y_3)$ - search vector;

$Y(j) = f(x_1, x_2, x_3, y_1, y_2, \dots, y(j-1), y(j+1), \dots, y_3, a_1, a_2, \dots, a_m)$

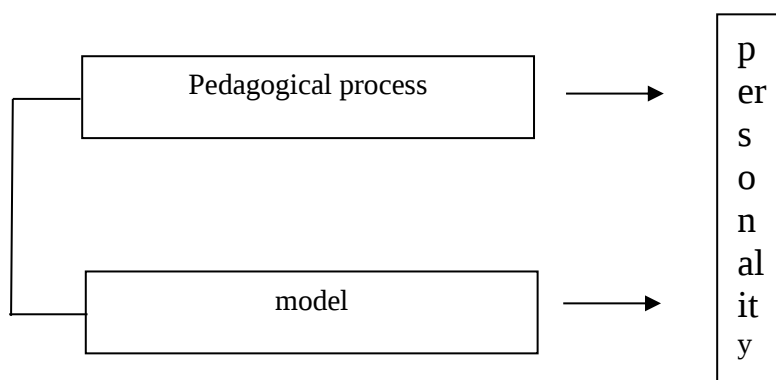


Figure 2. The course of the pedagogical process.

When developing the content of psychological-pedagogical and specialized training for the future teacher's personality, it is necessary to proceed from the actual professional profile and qualification characteristics. Psychological and pedagogical training should provide the necessary knowledge, skills, and

abilities for the rational use of innovative technology in the process of continuous pedagogical education.

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