

Professional Development Management System of Future Teachers

Sojida Saifullaevna Gafurova

Jizzakh Polytechnic Institute, Jizzakh City, Republic of Uzbekistan

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Abstract: This article discusses the issue of the professional development of future teachers within the framework of the professional activities of university teachers, which is an insufficiently studied issue in the field of continuing education. The article also provides information on a number of general and specific characteristics that affect the professional development of a teacher's personality.

Keywords: Teacher, pedagogical process, profession, methods, content, model, personality, health, form, stage.

Introduction: The system of managing the professional development of a teacher's personality in the process of continuous pedagogical education, being the main component of social management, has a number of general and specific characteristics. Common characteristics include: the presence of a subject and an object in the professional education management system; the multi-level nature of the subject and object of management, as well as the presence of direct and feedback links between the stages and links of continuous pedagogical education. Direct connections are the mechanisms of influence of the control subject on the object. The main stages of the management process are goal setting; collection and processing of scientific facts; diagnosis and prognosis; analysis and systematization of facts; achievement of the goal and, on this basis, setting a new goal. Specific characteristics include the specific activities of an educator, teacher, and university lecturer.

Taking into account the continuous and successive nature of professional education, its holistic character, the components of the system of general human and national education 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 work at the pre-university stage; the educational activities of university faculty as agents in the formation of the professional development of future teachers; system-forming factors are represented by the goal factor, the outcome factor at the stage of professional development of the teacher's personality, and the activities of the ageless teacher.

Scientific analysis shows that the actions and aspirations of a professional's personality underlie his skills. In the course of the study, we found that the management of professional education of the personality of a future teacher in the professional activity of a university teacher, as a type and main component of social management, is a purposeful activity based on a set of skills in pedagogical analysis, goal-setting and planning, organization, control, regulation and correction of educational influences in the process of continuous pedagogical education.

The activities of a university teacher, in accordance with the system of management of professional education of the personality of a future teacher and teacher that we are considering, are carried out at three interconnected and interdependent stages - pre-university, university and post-graduate. As we have already stated, each specific stage solves its own very

specific tasks.

At the pre-university stage, professional self-determination is achieved, i.e., awareness of the correctness of the choice of profession for society and for the individual is realized, the direction of interests is formed, a general cultural level is created, a spiritual need is formed, and mastery of certain elements of practical pedagogical activity is achieved.

At the university stage, professional development is carried out, i.e., the future teacher develops professional self-education, professionally significant qualities and a general pedagogical culture, and an adequate assessment of their capabilities in pedagogical activity is formed.

At the postgraduate stage, an attitude towards pedagogical activity is formed, the level of practical and creative professional activity is improved, the awareness of one's "I" and relationships with the collective "WE" is deepened, an analysis and assessment of one's professional upbringing is carried out, and the desire for a targeted increase in the level of general culture and continuous education is strengthened.

The system of managing the professional education of the personality of the future teacher reveals the essence of managing educational work in the process of continuous pedagogical education. The system of managing the professional education of the personality of the future teacher reveals the essence of managing educational work in the process of continuous pedagogical education. In the course of studying the state of the problem, it was revealed that despite a noticeable expansion of the boundaries of research into the problems of higher education pedagogy and continuous pedagogical education, professional education and self-education of university teachers remains an insufficiently studied area of pedagogy of continuous education. The structure of the actual educational activity of the teaching work of teachers, depending on their scientific and pedagogical qualifications, the focus of professional activity, gender and age characteristics, the formation of educational skills of a teacher at a university where future professional educators are trained, has not been sufficiently studied.

An objective analysis of the initial data leads to the

conclusion that the reasons for the insufficient preparation of teachers to solve social and professional problems in the field of educational work with students include the lack of development of a scientifically based system of educational work with students, the lack of unity and continuity between the links of continuous pedagogical education, and poor consideration and use of the educational potential of the activities of university teachers. The level of preparation of future teachers in pedagogical institutes and universities for educational work is much lower than for teaching. Therefore, the development of teacher skills in teaching is much more intensive than in teaching.

It is known that a system as a whole consists of separate structural elements that are interconnected in a certain way. In our study, each of its components is considered as a subsystem and operates in accordance with a single goal facing the system as a whole. And the control system forms the order of the elements and their interaction. The pedagogical guidance of the governing body, based on new pedagogical and information technology, facilitates the acquisition of the necessary information, which is consistently presented in separate paragraphs of our dissertation. Work is currently underway to improve the effectiveness of continuous education. Life itself constantly puts forward new demands on the education system, where quantitative and qualitative changes are caused by the rapid, ever-increasing pace of development of pedagogical science.

A study of the state of the problem shows that the effectiveness of the management system of continuous pedagogical education depends to a certain extent on decisions made in the process of professional education of the teacher's personality based on the assessments and opinions of specialists, i.e. on the basis of expert assessments.

Expert assessments can be an important source of information in solving control system problems, forming the target function of controlled objects, in studying objects, selecting influencing variables and continuous variables that determine the nature of the processes occurring in them, etc. Expert assessments reflect the experience, intuition, and knowledge of specialists regarding the object under study and, despite their subjectivity, contain useful, necessary, and objective information. In intellectual decision-

making procedures, images and emotional reactions to them play a major role. An image can be considered as a mental representation of an object. He is the regulator of relationships and the source of operations for transforming knowledge into a creative idea. The idea is then transformed into a solution. However, a computer program gives a more accurate and objective answer than an expert.

Having studied the state of the system for managing the professional development of teachers, we came to the conclusion that a new level of informatics in the system of continuous pedagogical education should be provided by widespread specialized pedagogical centers – information banks. Programs entered into the computer's memory will simultaneously provide new information and advice on choosing professions. By conducting tests, it will be possible to find out about the student's level of upbringing and education, as well as his individual abilities.

During the course of the study, we became convinced that the learning of children and students becomes more effective, which allows, for example, to partially eliminate homework and use the freed-up time for a variety of creative activities in preschool and primary education. Thanks to the use of innovative technology, children's interest in learning is growing: through computer games, they are introduced to various professions; new opportunities for effective management of continuous education are being individualized and implemented. The use of non-traditional technologies promotes the development of figurative and abstract thinking and independent work skills. However, the application of new pedagogical and information technologies in the continuous teacher education system requires a certain period of time to adapt to new social and intellectual conditions.

The use of new pedagogical and information technologies can solve many problems in the process of continuous pedagogical education, greatly increasing the optimality of the work of educators, teachers, and university professors as a source of professional and cultural development for the modern specialist.

The analysis of the state of the problem made it possible to systematically present numerous theories of management activity 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 managed. The principle of democracy is a comprehensive principle of social and pedagogical management of the professional education of a teacher in the process of continuous pedagogical education using new pedagogical and information technologies.

When developing the content of psychological, pedagogical and special training for the personality of a future teacher, it is necessary to proceed from the actual job description 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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