

# THE ROLE AND IMPORTANCE OF DEVELOPMENTAL TRAININGS IN IMPROVING THE PROFESSIONAL COMPETENCE OF TEACHERS OF HIGHER EDUCATION INSTITUTIONS IN UZBEKISTAN

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## ABSTRACT

This article describes the developmental trainings used to improve the professional competence of teachers in higher education. In addition, the role and importance of developmental trainings in an informed society, as well as methods of their application are given.

## Keywords:

Higher education, developmental training, information society, competence, professional competence, criteria of assessing.

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## Introduction

One of the global tasks of innovative development of education in the world is the formation of professional competence in teaching staff. UNESCO recognizes adult education as the "key to opening the door" in the 21st century. According to international pedagogical experience, a lot of research has been conducted on the professional development of teachers through professional development, the introduction of innovations in the educational process, the scientific substantiation of the principles of androgynous education through short-term curricula. In particular, scientific research aimed at developing the professional competence of teachers of specialty subjects and improving their professional activity through developmental trainings is carried out. Particular attention is paid to the organization of systematic work to improve the professional competence of teachers, which is one of the most promising areas for the development of education in Uzbekistan. The Action Strategy for the further development of the Republic of Uzbekistan sets priorities for "increasing the capacity of quality educational

services, continuing the policy of training highly qualified personnel in line with modern needs of the labor market." In this regard, it is important to improve the methodology of developmental trainings and teaching aids to improve the professional competence of teachers and to develop mechanisms for objective assessment of the results of mastering.

## Literature review

The current stage of development of Uzbekistan in the world community is associated with the rapid change of technology, which determines the formation of a new education system that requires constant updating. The success of continuing education depends on the level of competitiveness of all subjects of education, the main conditions of which include personal qualities such as activity, initiative, creative thinking and the ability to find unconventional solutions. Therefore, one of the most promising areas for the development of education in Uzbekistan is to increase the professional competence of staff, the introduction of best practices in the educational process, the

creation of an innovative educational environment.

The Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030 [1] sets the following strategic goals for the development of the higher education system:

modernization of the country, improving the quality of training of highly qualified personnel for sustainable socio-economic development, development of human capital in accordance with the requirements of the labor market;

increase the level of coverage with higher education, training highly qualified, creative and systematic thinking, independent decision-makers on the basis of international standards, creating the necessary conditions for the demonstration of their intellectual abilities and the formation of a spiritually mature person;

to create a healthy competitive environment in the industry, increase its attractiveness, ensure global competitiveness.

It is obvious that a teacher of a specialty in a higher education institution must adapt to the changes in today's social life, make independent decisions, constantly develop himself and constantly increase his knowledge. This requires the teacher to develop professional competence [2].

Existing innovations in science and technology require their rapid inclusion in the content of curricula and textbooks, thereby creating the basis for the formation of modern knowledge of students. The introduction of modern teaching technologies and various methodological approaches, in particular, information and methodological support based on portal technologies, in turn, create favorable conditions for students to form many fundamental concepts relatively easily and firmly.

One of the main requirements for teachers in the Republic of Uzbekistan is to increase the skills of preschool education staff on the basis of androgynous approach, such as creativity, communication, aspiration to innovation, freedom of thought.

The American psychologist R.Short describes the concept of "personality competence" as "the acquisition by a person of fundamental knowledge and related skills, as well as the skills necessary to perform psychomotor functions, professional activities, cognitive and affective activities" [3]. In this case, the focus is on developing the knowledge, skills, and competencies and abilities needed to perform social activities.

The Western European competence model focuses on the individual's ability to solve complex problems independently, independently acquire new knowledge and skills, high self-esteem, and ability to behave in public [4].

According to N.V.Kuzmina, teacher competence is a pedagogical authority capable of independently solving educational problems arising in the process of training qualified personnel, the development of personal abilities and qualities [5].

Professor N.Muslimov implies that professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activities and their application in practice at a high level [6].

Researcher M. Urazova identifies the following types of competencies in terms of preparing future teachers of vocational education for project activities:

- reflexive competence;
- cognitive competence;
- information competence;
- communicative competence;
- social competence [7].

Researcher B. Nazarova in her scientific work in the study of the competence of professional training of teachers on the basis of a number of scientific works distinguishes the following types:

- Competence of special education - a sufficiently high level of professional activity, the ability to design their future professional development;

- Competence in social upbringing - mastery of joint (group, cooperative) professional activity, cooperation, as well as the methods of professional communication adopted in the profession, social responsibility for the results of professional work;

- Autocompetence - an adequate understanding of their socio-professional characteristics and mastery of technologies to overcome professional destructions;

- Extreme professional competence - in case of sudden complications, accidents, technological processes, etc. performance ability. It is known that the acquisition of basic knowledge, skills and competencies for future types of professional activities plays an important role in the professional formation of the specialist, the perfection, quality and level of its implementation in pedagogical practice is an important factor [8].

We also conducted an analysis of the scientific work of pedagogical scientists who conducted research on the theory and methodology of vocational education.

H.F.Rashidov developed and substantiated the socio-pedagogical and theoretical methodological bases of the development of secondary special, vocational education in the Republic of Uzbekistan [9].

In the dissertation of K.T.Olimov on the theoretical and methodological bases of creating a new generation of textbooks in special subjects in the system of secondary special, vocational education, a model of a special subject textbook was created, the requirements for textbooks are described, the technology of creating electronic textbooks was developed [10].

O.K.Tolipov studied the possibilities of improving the general professional training of future teachers through trainers and development on the basis of pedagogical technologies [11].

U.I.Inoyatov's dissertation research developed theoretical and organizational-methodological bases of quality control and management of education in professional colleges and gave scientific and methodological recommendations [12].

N.A.Muslimov's research focuses on the problems of formation and development of professional competencies of future teachers of vocational education, and a number of scientific recommendations and methodologies have been developed [13].

In the scientific work of A.R.Khodjabaev the scientific and pedagogical bases of development of educational-methodical complex of training of teachers of labor education are scientifically and methodologically explained [80].

The research of O.Kh.Turakulov is aimed at improving the scientific and methodological support of training of junior specialists in an informed educational environment [14].

J.A.Khamidov developed a technology for the creation and application of modern didactic teaching aids in the training of future teachers of vocational education [15].

N.N.Musaeva's doctoral dissertation was based on the existence of Eastern views, which applied the principles of the idea of continuing education. the content of pedagogical taxonomy has been improved. Also developed a model and principles of ensuring the continuity of teaching general and special subjects in the system of continuing professional education "college - higher education institution" [16].

On the development of teachers' competence in vocational education, teaching special subjects, the use of innovative educational technologies and advanced teaching methods in the educational process A.A.Alimov, S.Yu.Ashurova, A.R.Juraev, N.N.Karimova, O.A.Kuysinov, U.X.Mingboev, D.A.Mustafoeva, B.Nuriddinov, J.R.Turmatov, Sh.X.Pozilova, K.T.Umataliev, Z.E.Chorshanbiev effective methods and technologies are recommended in research works and scientific recommendations are given [17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27].

A quality indicator, such as innovation, that leads to change in society, is common to all countries in the world. Necessary changes in a market economy do not drive innovation processes to the required size, nor do they ensure

their stability. In such cases, there is a need for cultural changes at the community level that can strengthen entrepreneurship, inventions, efficiency.

This means that the innovation process is complicated by the fact that it remains specific to only a small part of any traditional society. Therefore, the social experience of such a society often does not change under any circumstances. At the same time, technical and social development is not the work of a narrow circle of specialists. Technical backwardness cannot be eliminated without disseminating the consequences of the innovation process to the whole society. This suggests that in the transition to an innovative society, people need to be prepared to accept innovation and innovative ability to be purposefully prepared for action. Therefore, one of the key elements of modern society is the innovative system of education, which, in turn, has its own policy, its own strategic goal.

In the general sense, innovative activity is the acquisition and implementation of innovations (innovations), the replacement of ideas with innovations and the formation of a management system by this process.

A.V.Khutorsky considers this process more precisely as a set of measures taken for the introduction of innovative processes at one or another level of education and its implementation [28].

According to pedagogical scientists, the main functions of innovative activity include the following components of the pedagogical process: the content, purpose, form, methods, technology, tools, assessment and management system of education. In doing so, the views of all researchers are consistent, and the innovation process cannot be viewed as spontaneous research because it is a goal-oriented change.

Thus, in spite of all the contradictions and differences of the approaches to pedagogical innovation discussed above, the focus of scientists is on innovative processes and pedagogical creativity. It is argued by all researchers that a

new theoretical understanding of the nature of innovative processes in education requires the development of new pedagogical conditions that ensure the continuity of the innovative movement.

## Methodology

It is very difficult to develop competence from the minimum to the required level and also to bring it to automation. There are several strategies for developing competence, each with its own advantages and limitations:

### 1. Development of weaknesses

Features: Improving the least developed competencies to “upgrade” to the level required to perform professional tasks effectively can reduce the likelihood of critical errors in work.

Limitations: It is difficult to develop competencies in which the “motivation” component plays a dominant role.

### 2. Overcoming shortcomings through the active use of strengths

Features: Highly developed competencies are used to identify developmental deficiencies in other competencies.

Limitations: The tendency to follow the usual pattern of behavior limits the ability to adapt to changing circumstances.

The predominance in the behavior of any competency involves risks.

### 3. A comprehensive approach to the development of competencies

Features: The combination of efforts to “pull out” shortcomings and cover them at the expense of the most advanced competencies allows for the best results due to the balance in improving all competencies.

Thus, a comprehensive strategy is the most effective because it not only relies on your strengths, but also allows you to work on underdeveloped competencies, achieve balance and harmony in development, as well as behavioral effectiveness.

Our theoretical and practical research has shown that the use of developmental trainings is effective in enhancing the professional competence of a specialty teacher. We used

developmental trainings in training courses and seminars, advanced training courses organized in higher education institutions. As a result of our research, it was based on the fact that a specialty teacher can develop his / her professional competence by using developmental training exercises independently.

Training — (from English training-train – teaching, educating), it is an organizational event that allows you to learn the theoretical ideas and thoughts that need to be learned during practical work, exercises, communication. The training is aimed not only at the formation of effective skills of interpersonal interaction in students, but also at increasing the overall level of professional competence of the specialist.

During the training, teachers acquire theoretical knowledge, as well as develop cognitive, emotional and behavioral skills [29].

The purpose of developmental trainings is to develop the professional competence and self-development skills of a specialty teacher.

The following goals are set for developmental trainings:

1. Improving the professional capacity of teachers.
2. Raising awareness of their specific characteristics that hinder the development of professional competence.
3. Develop a personal strategy for the development of professional competence.
4. Reduce stiffness and anxiety.
5. Mastering constructive technologies for the development of professional competence.

We will focus on the exercises used in developmental training, their importance and current methodology in practice. The system of exercises included in the training is aimed at creating conditions for the teacher to better self-knowledge, to regulate their mental state and behavior, their emotional state, to reduce anxiety, to reduce resilience.

Exercise "Everyone knows ..."

The whole group is divided into several small groups (of two or three people) and each participant takes a task and then prepares a short

text to express on the microcomputer next to it in the following format: "Everyone knows" (they see, guess, think), but few know Obidjon Kasimov (guesses, thinks). For example: "All participants consider physics teacher Obidjon Kasimov to be a very serious and responsible person, but few know that he likes to juggle tennis balls in his spare time and can hold up to six balls in the air in a few minutes." This exercise is aimed at deepening the acquaintance of the participants and allows them to create a positive attitude to work. At this stage, there is the creation of a friendly, creative environment in the group, the reduction of the level of psychological protection of group members, the assimilation of group norms and rules.

**Exercise "Praise".** The first participant in the exercise praises the participant on the left, who expresses gratitude and gives the next participant an unprecedented compliment. Repetition is not allowed. At the end of the exercise, the trainer thanks the participants for starting the work. This exercise allows you to create a comfortable emotional environment and a comfortable microclimate in the group.

Exercise "What luck did I have in this life?" Group members are divided into pairs. The coach suggests the task: "In three minutes, tell your partner what you are lucky in this life. Swap roles in three minutes". After the exercise, short impressions are exchanged.

This exercise is aimed at increasing the level of optimism in the participants, creating good inspiration for working in a group.

Exercise "Professional slogan". Each member of the group should form a motto that reflects his or her professional passion, attitude towards the profession, and himself or herself as a professional. You will be given 5 minutes to express the slogan. The group members then read their slogans and give the necessary explanations as needed. During the discussion, each participant has the right to ask each other questions and comment on their logic. After discussing individual ideas, participants are asked to form a professional group motto. The formation of a

professional motto focuses on professional areas such as what I value in my work, why I work, what I respect in my profession. Finding answers to these basic questions will help you better understand the goals of your professional life. In addition, each participant will have the opportunity to explore the perspectives of the rest of the participants in the group and compare them with themselves or use them as a basic perspective on professional behavior with someone's motto.

**Exercise "I am a teacher"**. The first column of the paper describes the qualities of the teaching profession, the second column "What kind of teacher am I?" writes the features that arise in the question. For example, in the first column, "I am an ideal teacher," and in the second column, the same is written, "I am a real teacher." To what extent do ideal and real looks match? What is the difference? Is it possible to be an ideal teacher? What prevents these views from approaching? Participants talk in a circle about the results of the work done. The trainer takes all ideas into account and creates the ideal and realistic teacher's views that are openly discussed and accepted by the group. The exercises help to form a group of participants, to develop skills in group work, to correct barriers to professional development, as well as to correct the teacher's "I-look" and the acceptance of the participants. This exercise aims to stimulate learning by training participants through the ineffectiveness of their behaviors, behavioral stereotypes, ways of

thinking, overcoming persistence, as well as reducing anxiety.

**Exercise "My strengths"**. The coach tells the group, "Each of you has strengths that are valuable to you as a professional, that give you inner freedom and self-confidence, that help you stand up in difficult times." Don't underestimate your good qualities in shaping your strengths. These qualities should be written in the first column of the sheet. In the second column, identify the professional qualities that are not unique to you, but that you want to shape in yourself. You will be given 5 minutes to form a list. Then you need to read the list and describe it. You will be given 2 minutes for each exit. Participants can identify details or ask for an explanation, but are not allowed to speak. As a result, it is important to conduct a group discussion, paying attention to the general aspect described in the comments and the feelings of each person during the exercise. The exercises are aimed not only at identifying the participants' own strengths, but also at shaping their positive thinking about themselves. Therefore, in its implementation, participants should provide very little feedback on their shortcomings, mistakes, vulnerabilities. Any attempt at self-criticism and self-judgment should be stopped by the coach.

The assessment of the teacher's professional competence was based on cognitive, innovative and motivational criteria.

**Criteria for determining the level of development of professional competence of a teacher**

HIGH	MEDIUM	LOW
<b>Cognitive</b>		
<ul style="list-style-type: none"> <li>- Perfection of knowledge in the field of science;</li> <li>- To be able to correctly assess his professional activity;</li> <li>- All components of professional competence are integrated;</li> <li>- Fully reflects the positive</li> </ul>	<ul style="list-style-type: none"> <li>- The level of knowledge required in the field of science;</li> <li>- Partially reflects the positive impact of professional competence on the quality of education.</li> <li>- The level of professional competence is average;</li> </ul>	<ul style="list-style-type: none"> <li>- Has no knowledge of the concept of professional competence;</li> <li>- Can not express the positive impact of professional competence on the quality of education.</li> </ul>

<p>impact of professional competence on the quality of education.</p> <ul style="list-style-type: none"> <li>- High level of continuous improvement of professional skills;</li> <li>- Intelligent, high master-diagnostic qualities;</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to independently organize the educational process;</li> </ul>	<ul style="list-style-type: none"> <li>- Pedagogical skills are almost undeveloped;</li> </ul>
<p><b>Focus on innovative activities</b></p>		
<ul style="list-style-type: none"> <li>- High self-development in innovative activities;</li> <li>- Improves the learning process using innovative technologies, forms, teaching methods;</li> <li>- Engages in innovative activities, creates new ideas and applies them to education.</li> <li>- Innovative, creative, has its own integrated pedagogical tools and methods</li> <li>- Even in very difficult situations, when others do not believe in themselves, there is confidence that their actions are right.</li> </ul>	<ul style="list-style-type: none"> <li>- innovative technologies,</li> <li>- plans the learning process using interactive methods;</li> <li>- He takes responsibility for his work.</li> <li>- Studies the available sources, on the basis of which carries out certain work on education;</li> </ul>	<ul style="list-style-type: none"> <li>-plans the learning process based on tradition;</li> <li>- does not engage in innovative activities at all.</li> <li>- can not apply innovative technologies in the educational process;</li> </ul>
<p><b>Motivational</b></p>		
<ul style="list-style-type: none"> <li>- High interest in learning through developmental trainings to increase professional competence;</li> <li>- Very high interest in improving professional competence;</li> <li>- Adoption of innovative technologies in improving professional competence is at a high level.</li> <li>- wants to constantly change his type of professional criticism.</li> </ul>	<ul style="list-style-type: none"> <li>- The application of developmental trainings in professional development is of interest for partial study;</li> <li>- Strives to develop professional competence;</li> <li>- Masters innovative technologies.</li> <li>- Wants to partially change the type of professional activity.</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of interest in understanding the concept of components of professional competence;</li> <li>- Does not want to increase professional competence through developmental trainings;</li> <li>- does not want to accept innovations due to self-satisfaction;</li> <li>- The level of self-development is low.</li> <li>- He does not want to change his profession.</li> </ul>

**Evaluation Indicators:** Any evaluation results will need to be compared, i.e. measured. Their comparison can be made on the basis of criteria developed before or after the assessment. Assessment indicators are an indicator of the extent to which learning objectives have been

achieved. The assessment indicator is a description of the assessment indicator, which is adjusted according to the level of mastery of the teacher of the specialty. Assessment indicators: The teacher was assessed on the basis of a 100-point system.

No	Evaluation Indicators	Total 100 point
1	Test	20 p
2	Practical assignments (lesson plan in their specialty - 10 points, self-development program - 10 points)	20 p
3	Questionnaire	20 p
4	Course Analysis (Course Analysis Based on the Research Task)	20 p
5	Observation (teacher qualities were assessed by students through 18 indicators developed)	20 p

### Conclusion

The research work carried out to increase the professional competence of teachers of higher education institutions through developmental trainings allowed to draw the following conclusions:

1. The analysis of scientific research and pedagogical-psychological literature, as well as the study and analysis of professional competence of teachers, showed that almost no research has been conducted on the use of innovative technologies to improve the professional competence of teachers in higher education.

2. Based on the requirements of modern education, we have developed an improved structure of professional competence to be acquired by the teacher and its components, ie communicative, managerial and organizational, special, personal, psychological, methodological, innovative, professionalism and pedagogical skills, research and creativity, self-knowledge. development, rapid adaptation to the changing conditions of life and work, and the content of competencies in solving complex problems in professional activities.

3. Research has shown that an innovative learning environment encourages teachers to actively pursue professional activities, which in turn leads to the development of professional

competence. We have scientifically substantiated the importance and benefits of using developmental training in the development of professional competence of a university teacher in an innovative educational environment.

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