

# Organizational Pedagogical Conditions Of Professional Development Of Pedagogical Staff

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**Annotation.** The article deals with the issues of teacher training and retraining, improving the quality of teachers in schools and their continuous training, the introduction of a system of continuous methodological assistance, the transformation of the system of teacher training into a system of continuous professional development, hybrid (mixed) training issues such as its widespread introduction into educational practice are covered in detail.

**Keywords:** continuous professional development, hybrid (mixed) form of training, andragogic, diagnostic, adaptive, correctional, prognostic tasks of training.

One of the main directions in the reform of the public education system is the issue of professional development and retraining of teachers. Therefore, first of all, the tasks of improving the quality of teachers working in schools and constantly improving their skills, the introduction of a system of continuous methodological assistance for them were identified. There are more than 500,000 teachers in general secondary schools of the Republic of Uzbekistan, and their professional development and retraining is carried out at the Research Institute named after A. Avloni under the Ministry of Public Education and 14 regional centers.

In recent years, the process of professional development of the public education system has undergone specific transformational processes:

- The system of teacher training has been transformed into a system of continuous professional development, which means that teachers are now required to constantly work on themselves and improve their knowledge and skills;
- A hybrid (mixed) form of professional development has been widely introduced into educational practice, where the teacher is in a convenient form (online or traditional), at any time and convenient time (year-round or 1 week per year) and anywhere (platform, center, NGO or university) opportunity to improve their skills;
- A system of diagnostics of the dynamics of continuous professional development and competencies is introduced, in which teachers diagnose their knowledge through a special platform and improve their skills on the basis of identified gaps in knowledge - on the basis of needs-oriented programs.

The above analysis shows that the mechanism and infrastructure of continuous professional development in the system of teacher training is formed, the main priority in these processes is to focus on the effective organization of training processes and the creation of methodological support based on innovative approaches.

Modernization of education and social changes in society, along with the acquisition of professional skills and competencies of the teacher, require innovative activity, capacity building. That is, an innovative teacher defines tasks such as not only professional training, but also problem solving and decision making, mastering and applying innovations in educational content, tools and technologies, continuous professional development, professional development and additional professional education

Researchers of the CIS countries N.M.Borytko, V.B.Gargay, V.I.Zagvyazinsky, E.M.Nikitina, V.A.Slastenin, V.M.Polonsky and others cover various aspects of professional development of teachers.

According to the researcher VM Polonsky, the purpose of professional development should be aimed at improving the theoretical knowledge of teachers, as well as their practical skills and abilities in accordance with modern requirements. At the same time, it is important to determine the educational needs of the individual, the direction of special and individualized knowledge, skills, personal qualities and values, based on the principles of pedagogy of adult education - andragogy, aimed at acquiring new professional knowledge.

It is obvious that professional development is based on the process of professional development as an integrated education system, the acquisition of new pedagogical values for teachers, as an innovative process aimed at ensuring more effective implementation of education.

In our view, an important aspect of in-service training processes is that it is an innovative form of education aimed at filling and correcting existing professional gaps.

Analysis of the scientific and pedagogical literature, in particular, the scientific research of E.Zeer, showed that the leading tasks of the modern system of professional development are:

- diagnostic - trajectory of teachers' development (motives, interests, attitudes) by determining the level of socio-professional development of the listener-teacher, determining their level of professional qualification, defining the level and expression of professionally important qualities and abilities;
- adaptive – self-education of teachers through the development of professional mobility, the ability to self-manage, the formation of an individual style of professional activity;
- correction - in the form of changes in the trajectory overcoming crises during professional activity, achieving deformations and stagnation, maintaining harmony, ensuring professional and psychological stability of the individual;
- prognostic - the formation of thinking for professional growth and promotion to the highest levels through the disclosure of the creative potential of teachers, preparation for leadership, the development of skills to create and apply innovations.

Implementation of the above goals and objectives, in turn, requires the establishment of appropriate organizational and pedagogical conditions in non-governmental educational institutions and the definition and improvement of mechanisms for their implementation.

It is known that the purpose of the NGO is to create favorable conditions for students to ensure high quality of the content and quality of their professional training, to provide paid educational services that provide alternative opportunities for quality and popular education, taking into account international best practices. Improving the efficiency and effectiveness of in-service training based on the use of innovative pedagogical forms, methods and modern technologies of teaching.

The tasks of the non-governmental educational organization in the system of professional development are:

- Implementation of advanced training programs in the interests of each specialist, society and the state, creating favorable conditions for personal and professional development of students, opportunities for independent work and additional knowledge;
- Ensuring that students acquire new modern knowledge, skills and competencies in the field of professional activity, strengthening their need for independent learning, the development of basic and soft professional competencies (Hard, Soft skills);
- to create the necessary conditions for the development of creative abilities of students, the development of their innovative potential and practical competencies;
- Involvement of highly qualified teachers and other personnel in the educational process, including foreign specialists, creating the necessary conditions for the effective organization of the educational process, providing them with educational and methodological literature and other tools and equipment.

Based on the analysis, we can see the specifics of the training process in governmental and non-governmental educational institutions in the following table (Table 1).

**Table 1.**Comparative analysis of the activities of governmental and non-governmental professional development organizations

<b>Comparison indicators</b>	<b>Public educational institutions</b>	<b>Non-governmental educational institutions</b>
Education type	Formal, methodical service	Formal, informal, informal
Education planning	Centralized	Marketing technologies
Education content	Focused on qualification requirements	Qualification requirements + needs-oriented
Teaching model	Development of career-oriented knowledge, skills and competencies, correction	Developmental education based on a person-centered, competent approach
Educational technologies	Traditional, innovative	Innovative, modular, distance, independent learning
Methodology	Andragogy	Andragogika, eutago
Control	Monitoring and evaluation of learning outcomes	Education quality management
Learning Outcome	Knowledge, skills and abilities, level of mastery	Knowledge, skills and competencies, personal development
Feedback	Certification and Accreditation, Supervisory Board	Social partnership, self-assessment system, quality management

We conducted an analysis to determine the organizational and pedagogical conditions for improving the effectiveness of training processes in non-governmental educational institutions.

The pedagogical shapt-shapoitlap represents the potential of the Japanese subject of education and training, as well as the potential of the professional educational environment, expressed in the purpose-built chapa-tadbiplapi of the university environment. At the same time, the researcher is a set of opportunities of the educational Japanese, defined by the integrity of the content, methodology and form, closed to specific pedagogical activities and targeted pedagogical activities that ensure the effective solution of organizational and pedagogical tasks.<sup>1</sup>

Introduction of quality management in the process of professional development of public educators:

- The existence of a mechanism for managing the system of professional development in proportion to the ongoing reforms in education;
- Development of state requirements for the content and quality of advanced training on the basis of a differentiated approach;
- consideration of needs in the formation of educational content;
- Organizational and pedagogical conditions, such as monitoring the quality of education in the system and the introduction of modern mechanisms of quality management.

Also, the main components of the quality of education in the system of professional development:

- The quality of the organization of the educational environment (personnel, information, technical, educational and methodological support);
- The quality of the educational process (the content of education in advanced training courses, forms, methods and technologies of education, the level of teachers) are also important factors and conditions that affect the quality of education and the effectiveness of its management.<sup>2</sup>

The content and necessary pedagogical conditions for improving the mechanisms of development of professional competence of leaders and teachers are defined as follows:

1. Organizational conditions. Full implementation of indirect and indirect forms of professional competence development and special attention to the recognition of their results (in particular, special attention to the evaluation of the results of independent self-professional development based on indirect forms of education, along with direct forms that serve to develop professional competence).
2. Meaningful conditions. Preliminary design of professional knowledge, skills and abilities to be mastered by the specialist (including SST, qualification requirements, curricula, improved educational programs, educational-methodical complexes based on educational technologies, scientific and educational-methodical developments, electronic textbooks, control tools: creative pedagogical assignments, cases, creative assignments, project work related to specialization).
3. Technological conditions. Widespread application of innovative forms, methods and tools of teaching in the development of professional competence of leaders and teachers (based on technological conditions for improving the professional skills of teachers and their implementation in practice. Also, problem-based learning, game technologies (role) -business games, business games), training, video-trainings, problem-solving seminars, master classes, tutoring, facilitation, pedagogical problem-solving and analysis, "Case-study", small group teaching, micro-lessons, creative research methods, special attention will be paid to the development of training projects, methods of organizing and conducting self-training).
4. Reflexive conditions. Pay special attention to the creation of the necessary conditions for the qualification and monitoring of quality indicators of professional competence as a result of the created didactic conditions, as well as the creation of the necessary conditions for the leader and teacher to be satisfied with the results and evaluate their performance. decision-making of a relatively acmeological approach; formation of creative skills; improvement of pedagogical-psychological, methodological knowledge; development of competencies in systematization of didactic materials; formation of creative research abilities and self-professional development and management).<sup>3</sup>

Thus, organizational-pedagogical conditions is a specific scientific group of conditions used to determine the set of opportunities (measures of influence) used to scientifically substantiate the procedural aspects of the object of the pedagogical system studied in pedagogical theory and their effective operation and development.

From the point of view of scientific and pedagogical analysis, organizational and pedagogical conditions as a category of scientific and pedagogical research include the concept of effective management activities based on the integration of external and internal conditions of pedagogical reality.

Organizational conditions, in connection with the socio-pedagogical management of the leader, can be divided into the following three levels:

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<sup>1</sup> B.Ergashev. Designing a pedagogical strategy for preparing students for professional education. Ped.fan. doc. DSc dissertation.

<sup>2</sup> M.Yuldashev. Improving the quality of education management in the training of public educators. Ped.fan.dok. disser - 2016.

<sup>3</sup> M.Mirsolieva, Improving the mechanisms for developing the professional competence of managers and teachers of higher education institutions. Ped.fan.dok. DSc diss.-2019, pages 116-118.

- institutional (subject of management - provides the organizational conditions for the interaction of the governing body with society, its adaptation to change, the preservation of its integrity);
- management (subject of management - provides the necessary organizational and pedagogical conditions for the achievement of pedagogical goals aimed at the professional activity of leading teachers and the activities of students);
- technical (providing appropriate pedagogical conditions for the implementation of targeted activities of students).

At the same time, the organizational and pedagogical conditions for the implementation of professional development processes in non-governmental educational institutions, in contrast to the organizational conditions created by the subject, are taught by the subject-manager at the management level. In contrast to the conditions created, it is also a set of conditions that direct the educator and the listener to a particular activity. This, in turn, is based on the integration of relevant organizational and pedagogical components related to normative and normative documents, the environment, procedures for coordinating the content and activities of education, social cooperation in achieving learning outcomes, interactions and a healthy working environment, performance evaluation and promotion. At the same time, the specificity of the management structure of non-governmental educational institutions, the existence of mechanisms of academic and financial independence will depend on the flexibility and profitability of the labor market in determining and implementing organizational and pedagogical conditions in these educational institutions.

We have identified the following as important organizational and pedagogical conditions for the implementation of professional development processes in non-governmental educational institutions (Table 2)

**Table 2** The system of organizational and pedagogical conditions

<b>Organizational and pedagogical conditions</b>	<b>Content and features</b>
<b>Social orientation</b>	The goals, mission and activities of the organization are in line with the requirements of the state, society, socio-economic changes, the needs of consumers of educational services and the labor market
<b>Normative and normative support</b>	Organization of activity of the non-governmental educational organization on the basis of current normative and normative documents, Regulations and procedures, ownership of its Charter, development of local normative acts
<b>Content of education</b>	Curriculum and science programs are developed on the basis of qualification requirements, modernity of the content of programs and conformity of students to the level of professional and personal development
<b>Management system</b>	Subjects of management - the formation of competencies on the competence, innovative potential, pedagogical experience, management methods and their use, management decisions and ways of making them, as well as management methods
<b>Pedagogical and psychological support</b>	Additional educational services (facilitation, coaching, consulting, networking, etc.) that help and support teachers and students in the development of modern knowledge, skills and abilities, the conditions created for personal and professional development of staff, the creative environment
<b>Information software</b>	To provide educational buildings with the necessary textbooks, teaching materials and information and software based on modern information and communication technologies and training systems (LMS) to implement the established level of educational programs
<b>Social partnership-ecosystem</b>	The creation of an "ecosystem" based on interaction with the subjects of the educational process: parents, employers, public organizations and social institutions
<b>Academic degree</b>	Academic mobility of the organization, staff potential, research activity, rating indicators
<b>Financial strategy</b>	Definition of business strategies for the organization of work with students in accordance with the contract, which defines the terms and conditions of training, the amount of payment, the rights and obligations of the parties and other conditions
<b>Marketing technologies</b>	Defining a long-term foresight strategy of internal and external capabilities of the organization, ensuring its effective operation, taking into account the requirements of the labor market, brand management

Familiarity with the content of theoretical sources has shown that the conditions for professional development and its effective organization have been studied in various directions in the scientific research of many researchers. In most pedagogical and psychological literature, professional development is interpreted as a type of education that creates conditions for the practical manifestation of professional training, which serves to ensure the effective solution of professional tasks, based on the development of professional competence of these specialists. At the same time, it is noted that the content of professional development processes is focused on the qualification requirements and needs for the level of professional training. This is reflected in the requirements of the labor market for modern professionals, an integrated set of professional and personal qualities, and the content of competence-oriented professional activity. Accordingly, the pedagogical conditions for the organization of professional development processes in non-governmental educational

institutions should be assessed as a continuous process that serves to ensure the dynamics of continuous development throughout the professional activity and life of professionals. This, in our view, sets the goal of improving the content and structure of education in non-governmental educational institutions based on the requirements of an innovative approach.

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