



SCIENTIFIC AND PEDAGOGICAL ASPECTS OF THE PROFESSIONAL
DEVELOPMENT OF TEACHERS

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Abstract: *The professional development of teachers is crucial for enhancing the quality of education. Through ongoing training and education, teachers can acquire new skills and knowledge, keeping up with the latest advancements in their field. This article explores the scientific and pedagogical aspects of teacher professional development*

Keywords: *methods, scientific research, environment, technological resources, well-qualified teachers*

Introduction: Due to the exaltation of a behavior that has acquired a new quality, identity that appears on the basis of activity, its relevance to a person, it is considered an activity in the science of psychology. As a personality-specific manifestation of activity, activity occurs, which is differentiated from behavior by its psychological symptoms. Any activity is a process expression consisting of goals and results. The conscious implementation of activities is the driving force of society and the condition of living.

The concept of activity as a principle of worldview has been decided since the development of German classical philosophy. During this period, in European culture, conditions were created for viewing the individual as the basis and principles inherent in the multifaceted direction of intelligence, activity and initiative. Such a view was taken by the German philosopher I.Kant started.



The needs of living beings in existence in their own way and in a certain direction, encouraging behavior with a certain degree of force, act as a source of activity for them. Thinking based on psychological sources, "...need is expressed in a state-of-the-art way in which a living being expresses its subordination to these and manifests its activity in relation to these conditions".

And human activity is manifested in the process of satisfaction of these needs.

Needs-demand, need for what is necessary to maintain the life activity of the organism, human personality, Social Group, society as a whole. Depending on the field of activity, there may be Labor, knowledge, communication; material, spiritual, depending on the object; individual (personal), group, collective, social needs, according to the subject.

The human need is formed in the process of its upbringing, that is, by approaching and approaching the cultural process. Because the process of satisfying a person's own needs is distinguished as an active, specific goal-oriented process of acquiring a form of activity determined by social progress. Therefore, various aspects of this problem are studied in pedagogical science.

A person becomes a spiritually harmonious person only when he perceives his social obligations, his duty to society, his responsibility as a natural state, as an integral part of his freedom and social activity.

The activity of a person is the main factor in its formation as a person. During this process, not only adaptation to the natural and social world occurs, but also a person changes it to his liking. The society itself, its system and structure, the factors that make up the relationship in it - all this is the result of the activity of the individual based on creativity.

A person's activity is formed under the influence of social environment and material factors. In the absence of activity, a person does not develop and his potential is not realized. The activity of the person is contained in the pedagogical process directed towards a specific goal.

Development trends of personal activity are realized in the process of work, study, play, communication.



Everyone enters into social relations with members of society. Social relations established in society, their content, ideas and directions have an impact on the formation of a person. The activity of the person, attitude to social existence, life approaches, activity, in turn, have an effective influence on the development of social relations. Accordingly, a person is an active participant and product of social relations. Man, as a social being, can never live in isolation from social relations.

It is known that the concept of "activity" is confused with the concept of activity in some cases, especially in the fields of science that study the person and his activity. For example, in the dictionary of "Psychology" this concept is manifested as "the general characteristic of living matter, its interaction with the surrounding environment. Psychic activity is characterized by this interaction, activity on this basis" - it is said.

In the explanatory scientific and popular dictionary of independence, it is said that "Social activism is the strengthening of participation of social subjects in socio-political processes, labor and cultural-educational activities, striving to fully realize their rights and duties established by law." defined.

The new role of the teacher as a student is based on a different relationship - it is characterized by a change in the way of communication and the transition of the teacher from the organization to the student. The listening role of the teaching teacher does not prevent him from evaluating his own knowledge and experience and the relevance of the educational material to his main activity.

On the contrary, it increases his desire. Therefore, if the behavior and attitude of the teacher and the content of the educational material do not meet his professional requirements, he will have a negative attitude towards studying. Another reason for his attitude is that the current study is not the main one for him, but the preparation for his main activity, and this study is an assistant for an adult and the need to successfully carry out his main work, - writes YU.N. Kulyutkin. This dramatically changes the mental attitude of adults towards children.



The conclusion drawn from this is that it is necessary to take into account the social position and socio-psychological, psychophysiological characteristics of the audience in the system of retraining and professional development.

Therefore, it is necessary to organize the educational process in such a way that the problem studied in it depends on the main activity of the listener, and the educational institution should be considered as the necessity of restructuring the educational process, as well as the student's activity.

Another characteristic feature in the process of retraining and professional development is the listener's level, experience, high level of thinking and understanding of the motivation of studying. Therefore, the organization of professional development should be carried out with the active participation of the subject of education as a cognitive activity.

Conclusion

Emphasizing scientific and pedagogical aspects in teacher professional development is essential for fostering effective teaching practices and improving educational outcomes. Furthermore, adopting effective paragraph structures ensures the content is well-structured and easily comprehensible. Investing in the professional development of teachers is an investment in the future of education.

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