

IMPORTANT ASPECTS OF TEACHER'S SELF-DEVELOPMENT IN MODERN EDUCATIONAL CONDITIONS

Dilshoda Jalilova Ural qizi

TSPU named after Nizami

Mother tongue and its teaching methodology in primary education

teacher of the department

<https://doi.org/10.5281/zenodo.10403572>

Abstract. *This article highlights the important aspects of the teacher's self-development in the professional activity of today's modern education and the need to work on self-development in order to educate the participants of education in accordance with the education of today's era. acknowledges the parties. It emphasizes the need to work on the basis of the program for development in these processes.*

Keywords: *self-development, education, competence, K.D.Ushinsky, A.Disterverg, teacher, improvement, need.*

In today's modern education system, active reforms are being implemented to improve the quality of education and improve professional skills. The question of the qualification of specialists in this field and the minimization of their professional shortcomings is not only dynamic changes at the level of the structure of the educational system, but also active activity at the level of serious changes in terms of educational activity, professional approach, its implementation and self-realization in it Also implies understanding. That is, we can talk about the following phenomenon: self-development and self-awareness of a teacher, educational psychologist, social pedagogue, etc.; specialists of the educational system - for integrated psychological and pedagogical theory and practice, which should be studied comprehensively, including effective means of implementing reforms in the field of education for effective development. In the same process, the comparative analysis of literature devoted to the problem of theoretical understanding of the essence of the scientific content of the concepts of "self-development" and "self-awareness" and the study of pedagogical and psychological sources based on the identification of characteristics it is permissible to pay attention.

Modern conditions of the development of society, integration processes in science and education, increasing independence of educational institutions of any type in choosing curricula and programs give educators high tasks, motivation for self-development and continuous professional and o sets demands such as self-improvement.

It is no exaggeration to say that development is an objective process of quantitative and qualitative changes in mental processes, characteristics, states over time, expressed in regular changes.

Self-development is the main ability of a person to become a real subject of his life and to turn his life activity into an object of practical change. Self-development is carried out in the process of manifestation of activity determined by the ability to make personal choices based on self-knowledge within the framework of human life. Self-development expresses the characteristics of the inner world of a person in an active form.

Based on the same, the teacher's educational strategy should consist of the teacher's professional and personal development and self-development. The image of the teacher presented

for the purposes of pedagogical education serves as an example of the final result of the activity. A teacher should be able to act freely in difficult socio-cultural conditions, take a responsible and professional approach to solving urgent problems, and find a solution to educational problems without losing his temper.

As K. D. Ushinsky, who left an indelible mark in the history of pedagogy, noted: a teacher lives until he teaches. This idea has not lost its importance even in today's modern education conditions. Because life itself has put the problem of continuous pedagogical education on the agenda. For this reason, the fact that the teacher constantly studies and struggles with self-development confirms that the importance of historical thought still exists today. This is not just an opinion cited as a confirmation, but it means that teachers who educate the leading specialists of the time in modern educational processes must be on a constant search. According to K. D. Ushinsky's opinion, it is worth mentioning the words of A. Disterverg: "Only if he works on his own upbringing and education, he will be able to give education and upbringing in reality." In reality, the teacher is constantly searching for self-development, and can easily solve the problems that may arise in the process of teaching and educating the inquisitive young people of today, without wasting time in finding a solution or for a certain time can show a beautiful solution in it. The ability to "create oneself" or "self-develop" in accordance with social and moral ideas, professional competence, rich spiritual life and, of course, responsibility to the natural conditions of a teacher's life and the most urgent requirements of his professional activity becomes.

It is known that professional self-development, like any other activity, is based on a rather complex system of motives and sources of activity. Based on this, it can be said that the need for self-improvement is an important driving force and source of self-development and education of a teacher.

It should not be forgotten that there are external and internal sources of self-development. That is, these sources are directly and indirectly involved in the self-development of a teacher who is an active participant in modern education. External sources (requirements and expectations of society) will be the main actors in this. And it deeply defines the necessary directions and guidelines for self-development. The teacher's need for self-development, education, and promotion originates from the outside and is connected with the source of personal activity (belief, duty, responsibility, professional honor, healthy pride, etc.) is supported. This need stimulates a system of self-improvement efforts; their nature is mainly determined by the content of the professional ideal. In other words, if the pedagogical activity acquires a personal, deeply conscious value in the eyes of the teacher, the need for self-improvement and self-improvement is manifested, after which the process of self-development begins.

In these processes, the teacher creates a program for himself, which serves only for his benefit. For example, the goal of this program can be defined as "developing their professional competences through the process of self-education." It will not be inappropriate to define tasks. As appropriate for the program, the following tasks can be defined:

- updating the problems of professional activity development;
- mastering the systematic foundations of professional-pedagogical activity;
- understanding and analysis of the systematic foundations that ensure modern professional and pedagogical activity.

At this point, it should be emphasized that it is important to implement the above program for a certain period of time. For example, the three-year period consists of three stages, and the

first stage is preparation, that is, self-diagnosis; second stage - organization and activity; In cases where the third stage is defined as reflexive design, a brief description of the implementation of the program appears as follows:

At the first stage, the teacher should work on himself perfectly and come to the conclusion that he should become the object of his creation, which includes self-knowledge, self-development and self-design.

The second stage reflects both theoretical and practical processes. That is, it includes training, games, project activities and similar activities. The teacher said: "I will get a lot of information and information from them!" should be able to say.

By itself, the third stage shows the systematization of the previously existing knowledge obtained from the results of the first and second stages. That is, the need to work on personal growth and development; use of collected information and material; to be able to assess one's own opportunities; and their external evaluation by subjects of the educational process.

In conclusion, it can be said that a modern-minded teacher of the modern educational process, who has made a program like the one given as an example, worked on it with special attention, and made a strong effort to develop himself, can make any program in the process of implementation, he can develop his pedagogical competence, the ability to quickly find the necessary information and express an opinion on them or analyze them. At the same time, he should not forget that he must have the ability to convince, attract and, of course, to lead. Because this is an integral part of the teacher's self-development process.

REFERENCES

1. Ананьев, Б. Г. Структура личности Текст. / Б. Г. Ананьев // Психология личности в трудах отечественных психологов. СПб. : Питер, 2000. - С. 9195.
2. Андреев, А. А. Знания или компетенции? Текст. / А. А. Андреев // Высшее образование в России. 2005. - № 2. - С.3 -11.
3. Александрова, М. В. Становление карьеры педагога в территориальной образовательной системе Текст. : дис. . канд. пед. наук / М. В. Александрова. -Великий Новгород, 2007. 362 с.
4. Беляева, А. П. Тенденции развития профессионального образования Текст. / А. П. Беляева // Педагогика. 2003. - № 6. - С. 21-27.
5. Бехтерев, В. М. Психологическое определение личности Текст. / В. М. Бехтерев // Психология личности в трудах отечественных психологов. СПб. : Питер, 2000. - С. 14-16.
6. Божович, Л. И. Избранные психологические труды. Проблемы формирования личности Текст. / Л. И. Божович / Под ред. Д. И. Фельдштейна. М. : Международная педагогическая академия, 1995. -212 с.
7. Весна, М. А. Самоорганизация студенческих сообществ с различной целевой направленностью Текст. / М. А. Весна. Курган: Из-во Курганского государственного университета, 2004. - 272 с.
8. <http://window.edu.ru/>
9. <https://docs.google.com>
10. <https://www.dissercat.com>
11. <https://natural-sciences.ru/ru>