

## Professionalism as a Factor in the Development of the Pedagogical Activity of the Future Teacher

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### Abstract

Based on the analysis of the requirements of the profession to the personality of a specialist, the concept of professionalism is introduced. Professionalism is a set of personal characteristics of a person necessary for the successful performance of work. Pedagogical professionalism is a characteristic of a variety of interrelated components that reflect a specific educational system that meets the social order of society.

**Keywords:** professionalism, pedagogical activity, teacher, component

Scientific analysis of pedagogical activity pays tribute to the uniqueness of the creative method of each teacher, but it itself is built not on descriptions, but on the principles of comparative research, qualitative and quantitative analysis. Particularly promising is considered to be the direction associated with the application of the principles of a systematic approach to the analysis and construction of models of pedagogical activity.

### Features of pedagogical activity

Success in teaching and raising children is determined by many factors, each of which is significant enough, and neglect of these factors inevitably leads to failure. Among these factors are the methods of teaching and upbringing, the age characteristics of children, the level of their development, etc. In addition to the above, an important factor in child development is the teacher himself, who takes on the role of teacher and educator.

A professional teacher is the only person who devotes most of his time to teaching and raising children. The rest of the adults, including the child's parents, are busy with their professional problems and household chores and cannot devote much time to children. If teachers were not involved in teaching and raising children, then after several generations society would cease its development. A new generation of people would simply be insufficiently prepared to sustain social, economic and cultural progress.

The adaptive function is associated with the adaptation of the student, the pupil to the specific requirements of the socio-cultural situation, and the humanistic function is associated with the development of his personality and creative individuality. On the one hand, the teacher prepares his pupils for a specific social situation, for the specific needs of society. But, on the other hand, he, while objectively remaining the keeper and conductor of culture, carries a timeless factor. By developing the child's personality based on the richness of human culture, the teacher works for the

future. The teacher, in the course of his professional activity, performs the main functions: teaching, educating, developing, psychological preparation.

The implementation of these functions requires the following personal parameters from a modern teacher:

needs and abilities for active and versatile professional and socio-cultural activities;

tact, a sense of empathy, patience and tolerance in relations with children and adults, a willingness to accept and support them, and if necessary, to protect them;

understanding the originality and relative autonomy of personality self-development;

the ability to provide intragroup and intergroup communication,

prevent conflicts in child and adult communities;

knowledge of the peculiarities of mental development, especially of children with problems, and the desire, together with them, to purposefully create the conditions necessary for their self-development;

the ability for their own self-development and self-education.

The essence of pedagogical professionalism

Based on the analysis of the requirements of the profession to the personality of a specialist, the concept of professionalism is introduced. Professionalism is a set of personal characteristics of a person necessary for the successful performance of work.

Pedagogical professionalism is a characteristic of a variety of interrelated components that reflect a specific educational system that meets the social order of society. Components of pedagogical professionalism:

the level of general culture;

psychological and pedagogical competence;

possession of the content of the subject and pedagogical technologies;

the ability to set goals and achieve goals;

ability for pedagogical reflection;

the ability to carry out innovative activities in the field of education.

The study of the phenomenology of teacher professionalism shows that, on the one hand, pedagogical professionalism is a socio-pedagogical phenomenon that represents a complex, multifaceted and multifaceted characteristic of a teacher's activity, which meets the order of society and is aimed at training a professional teacher. On the other hand, the professionalism of a teacher is a qualitative characteristic that includes a set of fundamental integrated knowledge, generalized skills and pedagogical abilities, his personal and professionally important qualities, culture and skill of the teacher, and readiness for continuous self-improvement.

A teacher is not only a profession, the essence of which is to transfer knowledge, but also a high mission of creating a personality, establishing a person in a person. In this regard, a set of socially and professionally determined qualities of a teacher can be distinguished:

high civic responsibility and social activity;

love for children, need and ability to give them your heart;

genuine intelligence, spiritual culture, desire and ability to work together with others;

high professionalism, innovative style of scientific and pedagogical thinking, readiness to create new values and make creative decisions;

the need for constant self-education and readiness for it;

physical and mental health, professional performance.

Summarizing the requirements for the work and personality of the teacher, imposed by the conditions of the development of society at the present stage, they can be represented as follows:

high culture and morality;

dedication;

nobility;

keen sense of the new;

the ability to look into the future and prepare your pets for life in the future;

maximum realization of individual talent in combination with pedagogical cooperation;

community of ideas and interests of teachers and students;

creative attitude to business and social activity;

high professional level and striving for constant replenishment of their knowledge;

adherence to principles and exactingness;

responsiveness;

erudition;

social responsibility, etc.

There are the following positions of the teacher: social and professional.

The social position of the teacher is formed from the system of his views, beliefs and value orientations. Professional position - attitude to the teaching profession, the goals and means of teaching. The teacher can act as an informant, friend, dictator, advisor, supplicant, inspirer, etc. Each of these professional positions can give both positive and negative effects, depending on the personality of the teacher, on his social positions.

In recent years, the concept of pedagogical culture has been increasingly used and developed. However, pedagogical culture does not yet guarantee success in the implementation of pedagogical activities. In the "live", real pedagogical process, the professional is manifested in unity with the general cultural and moral manifestations of the teacher's personality. The unity of all these manifestations forms the humanitarian (general) culture of the teacher.

Therefore, the highest results in pedagogical activity are associated with overcoming professional limitations, the ability to consider professional issues from the broadest philosophical, methodological and socio-cultural positions.

The humanitarian culture of a teacher is a combination of personal and professional qualities, as well as values, orientation and skills.

The professionalism of a specialist associated with a specific profession is described through the concept of professional competence. Competence - a person's possession of the ability and ability to perform certain labor functions. When they talk about the professional performance of work, they always mean the implementation of it at a high level. Competence is an individual characteristic of the degree of compliance with the requirements of the profession. Competence can be judged by the nature of the result of a person's labor.

Professional competence is one of the subjective factors of a teacher. The concept of a teacher's professional competence expresses the teacher's personal capabilities, which allow him to independently and effectively solve pedagogical problems. Thus, the competence of a teacher can be understood as the unity of his theoretical and practical readiness to carry out pedagogical activities.

Psychological and pedagogical competence consists in the availability of knowledge and skills in the field of interpersonal interaction, mastery of the techniques of professional communication and behavior, adequate ideas of the teacher about the age and individual characteristics of the students, as well as the presence of an adequate understanding of the teacher about his individual and professional characteristics and mastery of ways to overcome professional destructions ...

An important component of the teacher's professionalism is preparedness for the independent implementation of specific types of pedagogical activity, the ability to solve typical professional tasks and evaluate the results of their work, the ability to independently acquire new knowledge and skills in the specialty. The ability to present educational material includes not only knowledge of the content of the subject, but also an idea of existing pedagogical technologies, knowledge of existing forms and methods of teaching, the formation of the teacher's methodological thinking, the ability to use methodological techniques in professional activity so that they implement the didactic principles of the learning process .

The professional activity of a teacher involves the process of the teacher setting pedagogical tasks, their hierarchy, restructuring depending on specific conditions and situations, the teacher develops the ability to pedagogical goal-setting and goal-fulfillment. An important component of this ability is the ability to correct goals in the course of the process of pedagogical influence, to create in the mind an image of the possible result of one's actions. This requires not only a constant analysis of all components of the pedagogical situation, but also the teacher's introspection, the ability for pedagogical reflection.

#### Individual style of the teacher

A person's professional activity largely depends on his individual characteristics. Individualization, which can be regarded as a specific form of development, is also a way of adapting a person to the structure of labor activity objectively set from the outside. The process of individualization in the work of a teacher can have different expressions: individual differences, individual style and individuality.

Individual differences in pedagogical work are separate episodic manifestations of the peculiarities of the performance of a given person's professional activity, professional communication. Individual differences can manifest themselves in almost all aspects of work: in the choice of a profession and subject of labor, in the choice of specialization, tasks and the situation within the profession, in relation to the profession and professional motivation, in the choice of working methods, etc. The formation of individual differences occurs in the course of inclusion, integration of a person into the system of social relations, comparing oneself with other people. Having

acquired a stable character as a result of the professionalization process, individual differences can contribute to the formation of an individual style of activity.

An individual style of activity is an expression of the relationship between the objective requirements of activity and personality traits, ensuring the achievement of a certain result.

In the structure of the individual style of activity, Evgeny Aleksandrovich Klimov distinguishes two components:

1. The "core" of the style includes the qualities of a person, which are based on the properties of the nervous system and manifest themselves involuntarily or without noticeable efforts. This core includes two groups of natural features: some favor successful activity, while others interfere with its implementation.
2. "attachment" to the core includes qualities that are developed by a person as a result of conscious or spontaneous searches; the addition to the nucleus also includes two groups of features: some are associated with the use of the subject's positive capabilities, others are aimed at overcoming negative qualities and have a compensatory character.

The individual style of activity is determined by the natural, innate characteristics of a person and the personality traits that have developed during their lifetime, which have arisen in the course of a person's interaction with the objective and social environment. An effective personal style provides the greatest results with the least investment of time and effort. The main argument in favor of the individual ways of carrying out pedagogical activities found by the teacher will be the personal and mental development of his students. It is the development of one's own style, taking into account, first of all, the properties of one's own personality, as well as the specifics of the requirements of the activity, that leads to the fact that the teacher is less stressed and tired. Since the personality of a teacher is a flexible structure, the individual style of activity can also change. Pedagogical activity, like any other, is characterized by a certain style, which is ensured both by the specifics of the activity itself and by the individual psychological characteristics of its subject. The individual style of pedagogical activity is formed by three main factors: individual psychological characteristics of the teacher; features of pedagogical activity; features of students. The individual psychological characteristics of a teacher that form the style of pedagogical activity include individual and typological characteristics, personal and behavioral characteristics. The peculiarities of pedagogical activity are understood as the conditions for the teacher's professional activity, and the content of the discipline, course, educational material. The characteristics of students that are important for the style of pedagogical activity are determined by factors such as age, gender, status, level of knowledge, etc. In pedagogical activity, characterized by the fact that it is carried out in subject-subject interaction in specific educational situations of organizing and managing the educational activities of students, these features also correlate with the nature of the interaction, with the nature of the organization of activities, the subject-professional competence of the teacher and the nature of communication. The individuality of a teacher is an expression of the uniqueness, originality of a person's personality in work and his professional worldview. The formation of individuality means self-determination of the ability for individual self-development, the dedication of one's abilities for the benefit of other people. The individuality, integrity of the personality of a professional is most clearly manifested when it is combined with high spirituality, humanistic orientation. The individuality of the teacher is the main factor in the formation of his authority among students.

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