



## Research Article

# TECHNOLOGIES FOR CONTINUOUS PROFESSIONAL DEVELOPMENT OF PRIMARY CLASS TEACHERS

**Submission Date:** November 01, 2022, **Accepted Date:** November 05, 2022,

**Published Date:** November 21, 2022 |

**Crossref doi:** <https://doi.org/10.37547/tajjir/Volume04Issue11-07>

**Journal Website:**  
<https://theamericanjournals.com/index.php/tajjir>

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## ABSTRACT

This article scientifically and methodologically describes the importance of the acmeological approach in the development of developmental technologies for the organization of adult education. The author's definitions of "acmeological approach", "adult education technology", "continuous professional development technology", and "acme technology" are also given. Based on the acmeological approach, tasks and guidelines for improving the technology of continuous professional development of primary school teachers are given.

## KEYWORDS

Continuous professional development of teachers, acmeological approach, adult education technology, continuous professional development technology, acmet technology.

## INTRODUCTION

The professional development of teachers is reflected in the main areas of professional activity, such as their knowledge of professional activity, organization of the

educational process, and self-development. This, in turn, requires the teacher to have a perfect knowledge of the teaching of his subject and to apply it, to acquire



the basic competencies necessary for designing, organizing and evaluating the educational process, as well as teaching and educational process requires intensive organization based on innovative scientific achievements in the field of education, modern pedagogical and information and communication technologies, continuous and systematic self-development.

### THE MAIN RESULTS AND FINDINGS

Continuous professional development processes - professional and pedagogical skills of public education workers based on regular familiarization with the achievements and innovations of science and technology in their field, advanced pedagogical technologies in the educational process, innovative methods of teaching systematic development of their professional knowledge, qualifications and skills, short-term and mobile training courses, educational seminars, seminar-trainings, open classes, mutual includes lesson observations, organization of scientific-practical conferences, preparation of scientific-methodical products, as well as theoretical and practical training in specialized training institutions, as well as distance training processes.

It can be seen from the above that continuous professional development of teachers is aimed at achieving the harmony of personal development and development of professional competencies by combining resources and all activities in the field of continuous education, time (by terms) and space (place of training) on) is a continuous process, which aims to meet the educational needs related to professional activity, improve the quality of the teaching process, update and deepen the previously acquired professional knowledge. Therefore, in the era of informational globalization, applying the scientific

achievements of acmeology to the process of continuous professional development of teachers, not only andragogical, but also acmeological approach is important in the development of developmental technologies for the organization of adult education.

The acmeological approach is the highest peak achieved by the teacher in his activity, noting the laws of human development, personal and professional formation, achievement of high goals.

Acmeological approach - the content of education, educational technologies and training of learners, the transition from functionality to development in the management of an educational institution, systematic knowledge motives in all subjects of education, education becoming an internal need, creative contributes to a significant increase in the quality of education due to the main leadership in thinking [8].

Studying the interaction and relations of a developing person with an objective being as a holistic phenomenon within the scope of acmeological approaches; as a result of each learner's striving for personal and professional excellence, achieving improvement of his personal and professional qualities, achieving success, raising his maturity and cultural level, and self-development based on spiritual and moral values, the quality of his future activity 'to provide; recognition of the abilities of each learner, recognition of their successes by team members, a sense of fulfillment and satisfaction of their own needs, communication skills that allow cooperation with creative groups, and such as mastering social experiences [3].

Acmeological consistency, i.e. striving for the pinnacle of perfection, is an integral feature of human life, and



this phrase means a tendency to personal, professional development and self-improvement [5].

Acmeological approach as a scientific basis of innovative, motivational, intellectual, professional development of teachers is based on their manifestation as mature individuals and active subjects of professional activity and creates conditions for their continuous self-improvement based on "acmeological inclination". According to experts, the introduction of a professionally oriented education system based on the acmeological approach will lead to significant changes in the level of theoretical-methodological and practical professional training [8].

M. SH. Knowles distinguishes six main characteristics of adults in their continuous professional development [4]: the need to know; responsibility, self-awareness; wealth of life experience; willingness to learn; orientation to learning; motivation.

In this case, the professional development of teachers takes place mainly on the basis of four different factors: a clear goal and plan (awakening); reflexive observation (observation); conceptualization (practical activity, methodical process of introducing theoretical data into empirical data set, readiness to move from theory to practice); active experience (application).

In the current system of professional development, from the point of view of the integrity of the traditional educational process, classes (lectures and practical exercises) are the main organizational method of the system, and during a clearly defined time (80 minutes) students-teachers communicate with the audience-teachers. Lectures and practical training are conducted. In the course of the training, it is planned to take into account the individual characteristics of

each student-teacher, to develop professional skills and qualifications, to organize lessons in general educational institutions based on the needs of the times, and to pay special attention to updating their modern knowledge. In the system of professional development of teachers, it is necessary to pay serious attention to the selection of educational technologies and methods for training, assuming that the trainee-teachers are adults and have basic information and knowledge.

Based on the uniqueness of adult education, it was determined that the following practices for increasing the readiness of adults to learn are important in organizing the process of continuous professional development of teachers: creating a comfortable learning environment; empathy; cooperation with teachers in diagnosing educational needs; cooperation with teachers in the development of educational goals and educational planning; ensuring the practicality of all educational activities.

The principle of practicality of professional development is aimed at the systematic application of scientific and pedagogical knowledge to the practical tasks of improving the methodical training of the teacher. The technological process of professional development is a sequence of actions (methods) based on a set of educational-methodical tasks to effectively organize the scientific-pedagogical and educational-methodical activities of each teacher. Accordingly, it is necessary to connect educational and methodical tasks with the possibility of implementing professional development technologies.

Professional development is interpreted as a quantitative and qualitative change in the psychological characteristics of a person related to the organization of the training process in his professional

activity. The problem of professional development is to determine the conditions for mobilizing a person's relationship to his highest achievements and full self-realization within the acmeological approach based on the integration of personal and professional development of a person.

In this regard, the need to "...introduce teaching practices of teaching staff based on competencies and methods aimed at the formation of professional skills" [1] is necessary for the constantly changing labor market, the development of professional mobility and increasing the competitiveness of teachers. There was a need to create new technologies for focused professional development.

Technology as a complex process consists of a number of training stages, and each of these stages, in turn, consists of specific actions. Practice is the sum of the work performed by the andragogist-teacher in the audience in terms of explaining the educational elements on the subject, and is the completed part of the teaching process at this stage.

It seems that the technologicalization of the educational process is an important form of pedagogical activity, which is carried out in the following stages:

1. Create a project.
2. Diagnosing the activity of listener-teachers.
3. Organization of the pedagogical process.
4. Ensuring the effective course of the pedagogical process.
5. Monitoring the activity of listener-teachers.

From the results of the methodological and empirical study of scientific research related to the improvement of continuous professional development technologies, it can be seen that teaching technology as a pedagogical strategy has the means to activate and accelerate the activities of teachers and learners, and such technologies is described as follows:

- the teacher's technologies of influencing learners in certain conditions with the help of teaching tools (N. Saidakhmedov);
- technologies characterized by clear definition of educational goals, guarantee of the final result, assurance of reproducibility of the educational process and availability of quick feedback (U.N. Nishonaliyev and B.L. Farberman);
- technology based on taking into account the individual in the pedagogical process (SH.A. Amonashvili technology);
- the technology of accelerating teaching of educational material based on schemes and models (V.F. Shatalov technology);
- technology built on the basis of effective management and organization of the educational process (S.N. Lisenkova technology);

- technology of individualization of teaching (Inge Unt, A.S. technology of Granitskaya and V.D. Shadrikov);

- teaching programming technology (B.P. Bepalko).

In our opinion, in the continuous professional development of teachers, the group of technologies for adult education proposed by YE.I. Mikhaylova, O.M. Chorosova, R.YE. Gerasimova, T.A. It incorporates various technological teaching methods.

Based on the above, we defined the technology of adult education as follows: technology of adult education is a system of evidence-based actions of adult students and andragogic teachers, the implementation of which is the responsibility of the state, society, implementation of the teacher's needs leads to the achievement of educational goals in accordance with the needs of the labor market.

Adult education technology is a normative description of activities aimed at achieving the planned goals (initial, current and final status of the student-teacher, the process of achieving results, methods, tools and methods).

Adult education technology is implemented by adult students and andragogic teachers in the form of carrying out certain operations, technical actions and functions at each of the six stages of the educational process: diagnosis, planning, creating conditions, educational process implementation, evaluation and correction [2].

So, the following stand out as leading signs defining the essence of the concept of "technology" in adult education:

- orientation: orientation to the activity of the listener-teacher, in contrast to the orientation to science;
- subjectivity: technology, unlike methodology, is not directly related to the content of any educational subject, it is basically universal and can be applied to the content of different subjects;
- processivity: designing the educational trajectory of the listener-teacher to the end;

- reproducibility: a clear description of the program, procedures and stages of achieving the goals that ensure the transfer of educational technologies;

- cyclicity: the repeatability of the general structure of the student-teacher activity in each new educational cycle;

- the presence of a reflexive component in the activity of the listener-teacher, which ensures the development of his competence and independence.

In this case, adult education is organized on the basis of the following scheme: "experience-reflection-knowledge-experience of application in changing situations". The purpose and result of such an organization of the educational process is determined by the developed competence of the specialist as an integral feature that represents the ability of a person to successfully perform certain activities.

The acmeological approach to the analysis of the phenomenon of "technology" allows to emphasize and analyze the four main essences of its manifestation in modern practice: production; science; social relations; as a way of human activity. The category "Technology" quickly gained an important place in acmeology due to its great importance and practical possibilities.

Acmetechnologies are a set of tools aimed at developing characteristics and qualities that help to open up the inner potential of a person, to achieve a high level of personal and professional development and professional skills. In the following years, the problems of creating acmetechnologies and their methodical provision began to develop actively. The "technological aspect" began to influence the definition of the main acmeological categories, in particular, some acmeologists claim that professional



excellence can be considered primarily as having effective psychotechnologies and technologies of professional activity.

Acmetechnologies are always individually oriented, they are used for the personal and professional development of a certain person. The main method of acmetechnology has an acmeological effect from the inside or outside.

Acmeological influence is an integrated and purposeful influence on a person or a group, which has a humanistic content and is mainly aimed at the development of a person or a group.

In acmeology, technology is studied as a method, type, and activity of human activity (in order for the activity to be called technology, it must be divided into elements that are carried out in a certain sequence). Acmetechnologies are aimed at developing internal potential, increasing the professionalism and flexibility of teachers.

According to acmeological experts, the psychological (emotions, wills, perception, thinking, mental regulation), physiological (functional states, individual differences), medical (psychotherapy, psychohygiene, psychoprophylaxis, psychocorrection) aspects of mental activity are intellectual, emotional, voluntary. allows to form and develop culture.

Acmetechnology The structure of the system is represented by a system that includes a detailed description of the processes common to their development:

1. Goals and tasks of technology.
2. Methodological basis.

3. Principles of development.

4. Procedure conditions.

5. Analysis of a specific situation.

6. Characteristics of the subject and object of technology, especially their interaction.

7. Stages of goal achievement, strategic, tactical methods, methods of predicting results, implementation.

The main task of acmetechnologies is the formation and integration of the need for self-awareness and self-development in the mind of a person, which allows self-expression of the personal and professional "I" using special techniques. will give.

The use of new teaching technologies based on the achievements of the science of acmeology makes it possible to achieve results in the field of adult education. Specialists who have basic knowledge of their profession and a constant supply of information are more likely to create new information that reflects their professional activity and maintains a state of "acme". Acmeology allows using new teaching technologies and modern information technologies and educational systems based on them to use new opportunities. Their combination makes it possible to take steps towards the development of human civilization. Teachers achieve personal, professional development and self-improvement through acmeological consistency. Such consistency is expressed in a person's creative potential and professional skills.

It is important to evaluate the effectiveness of the use of technologies in the educational process. Based on the possibility of educational technologies, the



effectiveness of their implementation can be determined by a number of criteria. They are as follows: able to fully reflect the tasks of education, training and personal development; able to express modern science and technology levels; ideological compatibility with the age and psychological characteristics of teachers; complete provision of educational material with necessary information; provided the opportunity to use various methods and tools in the teaching process; possessing the principle of ensuring that education is open to all; the possibility of using multifunctional educational tools and their easy operation; level of effective organization of independent work.

The effective use of educational technologies in the teaching system also depends on the professional competence of the pedagogue. Therefore, the effectiveness of educational technologies can be evaluated according to their use by the pedagogue. In this case, the following criteria are important: the pedagogue's technological culture; the pedagogue's experience in using technologies; introduction of "creative" changes to technologies by the pedagogue and their reshaping; that successful situations have been decided on the basis of mutual cooperation in the implementation of technologies in educational practice; interrelationship between components of technologies; positive significance of teachers' educational activities; the ability of technologies to ensure the professional development of teachers.

These, in turn, create the need to solve the following tasks related to the improvement of the technologies of continuous professional development of primary school teachers based on the acmeological approach: choosing reflexive and practically oriented technologies of professional development; creating an environment through technologies that allow self-

development; to identify the didactic "core" of technology and elements of its implementation (from technology to technology); that the selected technologies take into account and provide each feature of continuous professional development of teachers; classification of the types of tasks that enable the implementation of the selected technologies, their grouping, and a description of the opportunities for professional development of teachers.

### CONCLUSION

The conclusion is that from the point of view of the acmeological approach, the laws and characteristics of the development of the teacher's personality, self-awareness, self-improvement, release of internal resources and the ability to consciously overcome difficulties (external and internal) are distinguished. Thus, the leading decisive factor of professional development is creative initiative and individual independence, which is reflected in self-improvement, self-awareness, and self-expression of personality.

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