

FORMATION AND IMPROVEMENT OF PEDAGOGICAL PROFESSIONAL SKILLS: PROBLEMS, EXPERIENCE AND PROSPECTS

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Abstract

this article covers theoretical and practical aspects of the formation and improvement of pedagogical professional skills. Also, the educational system analyzed the existing problems, advanced pedagogical experiments and promising areas. On the basis of the importance of digital technologies, interactive methods and competency approaches in the development of professional competence of the teacher in the conditions of modern education. The article considers the continuous professional development of an educator as an important factor in improving the quality of Education. It also highlights effective ways to develop pedagogical skills based on foreign experiences.

Keywords

pedagogical skills, professional competence, lifelong learning, innovative technologies, interactive methods, competence-based approach, pedagogical experience, quality of education, professional development, digital education.

INTRODUCTION

In the modern education system, the formation and improvement of teachers' professional skills is considered one of the most urgent issues. The quality of education largely depends on the teacher's level of knowledge, methodological preparedness, and professional competence. In today's context of globalization, teachers are required not only to have a deep understanding of their subject, but also to be able to apply innovative approaches, establish effective communication with students, and use modern information technologies.

"The pedagogical professional mastery of a teacher is not limited only to the level of knowledge, but is also determined by his or her communicative abilities. The educational process becomes meaningful and effective only when the teacher is able to establish effective communication with students. This is because pedagogical communication has a direct impact on the personal development of the learner. Therefore, the teacher's speech culture, psychological approach, and

communicative competence are considered an integral part of professional mastery”[1, 45]. For this reason, the issue of developing teachers’ professional skills is being widely studied in scientific and pedagogical research. It should be noted that “pedagogical mastery encompasses broad knowledge about children, their psychology, assessment, as well as the organization, content, and methods of the teaching and educational process. This knowledge constitutes general pedagogical culture; if a teacher or educator does not master this culture, they can never become a true professional master of their work, and will remain limited to outdated methods and repetitive, standardized patterns of teaching in a negative sense”[2, 19].

MAIN PART

Pedagogical professional mastery is an integrated system of a teacher’s knowledge, skills, and abilities that serves to effectively organize the educational process. This concept includes the teacher’s professional competence, pedagogical culture, communicative abilities, and creativity.

In today’s educational system, there are several challenges in the formation of teachers’ professional mastery. First, some teachers lack sufficient knowledge and experience in applying modern pedagogical technologies. Second, the practical effectiveness of the professional development system is not always at a high level. Third, an individualized approach in the teaching process is not adequately implemented. At the same time, advanced pedagogical practices show that a teacher’s professional growth is ensured through continuous education, self-improvement, and innovative activity. For example, the use of interactive methods, project-based learning, and the introduction of digital technologies significantly enhance teaching effectiveness.

The development of teachers’ professional mastery is particularly important in the following directions: first, improving the system of continuous professional development; second, involving teachers in research activities; third, making broad use of modern information and communication technologies; and fourth, applying innovative approaches in the educational process.

In the future, it will be essential to develop individual learning trajectories for teachers, strengthen the mentoring system, and study international best practices. In addition, improving and supporting systems that encourage teachers’ creative activity is of great importance.

“Modern educational processes highlight the importance of a teacher’s innovative activity. Today, traditional teaching methods are being replaced by interactive approaches and digital technologies. Innovative methods increase student engagement and develop independent thinking skills. Moreover, a

teacher's openness to innovation and creative approach significantly improves the quality of education"[3, 78]. In the modern education system, the development of teachers' professional mastery is considered one of the priority directions. This is because the quality of education directly depends on the teacher's professional competence, methodological preparedness, and pedagogical culture. However, there are several challenges in effectively organizing this process, and overcoming them is an essential condition for improving the education system.

There are several key issues in this regard:

The first problem is the insufficient mastery of modern pedagogical technologies. Many teachers continue to rely on traditional teaching methods, which reduces student engagement and limits the effectiveness of education. Digital technologies, interactive methods, and competency-based approaches are not being applied to a sufficient extent.

This situation is often explained by the fact that the process of mastering and implementing modern methodological innovations is not sufficiently systematically organized for teachers. From this perspective, "continuous professional development is a key condition of a teacher's activity. A teacher must constantly update their knowledge and skills. This process is carried out through professional development courses, self-directed learning, and practical experience. As a result, the teacher's professional competence is formed, and the effectiveness of the educational process increases."

The second problem is the weakness of the continuous professional development system. Qualification upgrading courses are often theoretical in nature and are not sufficiently connected to practical work. As a result, teachers are unable to apply new knowledge effectively in real classroom situations.

The third problem is the lack of an individual approach. Although the professional development needs of each teacher are different, the existing system is mostly based on a general approach. This, in turn, limits the teacher's personal development trajectory.

"Pedagogning kasbiy mahorati doimiy o'zini rivojlantirish jarayonida shakllanadi. O'qituvchi o'z faoliyatini muntazam tahlil qilib borishi va o'zining kuchli hamda zaif tomonlarini aniqlashi lozim. Bunday yondashuv pedagogik ko'nikmalarning takomillashishiga va ta'lim sifatining oshishiga xizmat qiladi. Bundan tashqari, o'z faoliyatini refleksiya qilish pedagogga zamonaviy ta'lim talablariga moslashish imkonini beradi"[4, 112]. From our point of view, this approach is one of the most important factors in a teacher's professional growth, as it helps to develop a culture of self-improvement. Moreover, the process of

continuous reflection and self-analysis contributes to the development of a teacher's innovative thinking and further improves the quality of education.

Indeed, "pedagogical abilities are not only a condition for the effective implementation of pedagogical activity, but also largely the result of a teacher's successful work. In this regard, the purposeful formation and development of pedagogical abilities in the teacher plays a significant role. Experience and special research clearly show that this is a completely real phenomenon" [2, 54].

The fourth problem is the insufficient motivation and incentive system. Teachers' interest in professional growth is often closely related to material and moral incentives. In the absence of adequate encouragement, the drive toward innovative activity tends to weaken.

The fifth problem is the low level of development of research activity. Many teachers lack skills in analyzing their own practice, conducting scientific research, and generalizing results obtained from their professional experience.

To address the above-mentioned problems, the following systematic measures are necessary:

First, it is necessary to widely implement modern pedagogical technologies. Teachers should be regularly trained in interactive methods, digital platforms, and innovative approaches. This will contribute to increasing the effectiveness of the learning process.

Second, it is necessary to improve the system of continuous professional development. Qualification upgrading courses should be practice-oriented and organized in integration with real classroom processes.

Third, it is important to introduce individual development trajectories. Based on each teacher's level of knowledge, experience, and needs, personalized development programs should be designed.

Fourth, strengthening the motivation and incentive system is required. It is important to promote best pedagogical practices, improve the reward system, and recognize professional achievements.

Fifth, it is necessary to involve teachers in research activities. This enables educators to analyze their own practice, identify problems, and develop scientifically grounded solutions.

Sixth, it is necessary to develop a mentoring and collaboration system. Experienced teachers providing practical support to young educators will significantly enhance the effectiveness of professional skill development.

"Foreign experience plays a very important role in improving teachers' professional competence. The experience of countries with advanced education

systems shows that a teacher's professional development should be systematic, continuous, and practice-oriented" [5, 56].

Below, we present specific foreign experiences along with their application opportunities and innovative solutions:

1. Finland experience - the model of high trust and professional autonomy. In Finland, teachers are considered one of the most prestigious professions in society. In this system:

- ✓ Teachers are required to hold a master's degree;
- ✓ They are given a high level of freedom in the teaching process;
- ✓ Trust is prioritized over strict supervision.

Applicable aspects:

- Providing teachers with methodological autonomy;
- Reducing excessive control and focusing on learning outcomes;
- Involving teachers in scientific research activities.

2. Singapore experience - the "continuous development" model. In Singapore, each teacher undergoes on average around 100 hours of professional development annually.

Key features:

- ✓ An individual development plan for each teacher;
- ✓ State-funded training programs;
- ✓ The "Teach Less, Learn More" concept, which emphasizes deeper learning over excessive content coverage.

Applicable aspects:

- Shifting from compulsory training to motivation-based professional development;
- Introducing an "individual development map" for each teacher to guide continuous professional growth.

3. Japan experience - the "Lesson Study" model. In Japan, teachers collaboratively plan lessons, conduct them, and analyze the outcomes together.

Process:

- ✓ Joint lesson planning;
- ✓ One teacher conducts the lesson;
- ✓ Others observe the teaching process;
- ✓ The lesson is analyzed collaboratively afterward.

Applicable aspects:

- Introducing an "open lesson + analysis" system in schools;
- Strengthening experience-sharing practices among teachers.

4. USA experience – mentoring and coaching system. In the United States, new teachers are assigned an experienced mentor to support their professional adaptation and growth.

Key features:

- ✓ Continuous feedback and reflection-based support;
- ✓ Individual consultations and guidance;
- ✓ Professional coaching aimed at improving classroom practice and teaching skills.

Applicable aspects:

- Assigning a mentor to each young teacher;
- Strengthening the “master-apprentice” system within schools;
- Developing structured in-school coaching and feedback mechanisms to support continuous professional growth.

Practical experience shows that the development of a teacher’s professional competence is most effectively achieved directly in the process of activity, through cooperation and the exchange of experience. In other words, a teacher grows professionally not only through theoretical knowledge, but also through methods tested in real classroom practice, as well as through analysis and reflection.

In particular, the “Lesson Study” model in Japan, the mentoring system in the United States, and the continuous professional development model in Singapore demonstrate that a teacher’s professional growth is closely connected with collaborative learning, continuous analysis, and individual approaches. Another important aspect proven in practice is the teacher’s ability to evaluate their own activity, recognize their mistakes, and strive to correct them.

From this perspective, the following approaches based on pedagogical experience are important in the education system: organizing open lessons, jointly analyzing lessons, developing the mentor–mentee system, practically testing innovative methods, and summarizing results. It is precisely through these processes that a teacher not only enriches their knowledge but also acquires true professional competence.

Therefore, experience shows that a teacher’s professional competence is formed not only through teaching, but also through learning, experimenting, analyzing, and improving. For this reason, relying on practical experience in education, introducing advanced methods, and creating a collaborative environment among teachers are considered the most effective approaches.

The rapid development of the modern education system requires the continuous improvement of teachers’ professional competence. Globalization, the widespread introduction of digital technologies, and the constant updating of

educational content require teachers to transform into not only knowledge providers but also innovators, facilitators, and researchers. From this perspective, the prospects for developing teachers' professional competence are defined by several priority directions.

First, transforming the system of continuous professional development is one of the most important tasks. Instead of traditional qualification courses, flexible and practice-oriented models based on individual needs should be introduced. Developing personalized professional development trajectories for each teacher increases the effectiveness of professional growth.

Second, the wide implementation of digital pedagogy and artificial intelligence technologies is of special importance. Opportunities such as lesson planning using artificial intelligence, analyzing student performance, and designing individualized learning paths elevate teaching activity to a new level and allow teachers to focus more on creative work.

Third, the development of teachers' research activity is one of the key perspectives. Transforming teachers not only into practitioners but also into researchers expands opportunities to scientifically address educational problems and improves the quality of education.

Fourth, integrating international experience and expanding global cooperation plays an important role. Adapting the experience of developed countries to the national education system and participating in international programs enhance teachers' professional competence.

Fifth, developing mentoring and professional communities is an effective direction for accelerating professional growth. Providing methodological support to young teachers by experienced educators and strengthening knowledge-sharing systems among teachers is essential.

Sixth, improving motivation and incentive systems increases the effectiveness of teachers' work. Recognizing professional achievements, supporting innovative activities, and enhancing social status strengthen teachers' motivation for self-development.

CONCLUSION

In conclusion, the formation and development of teachers' professional competence is one of the key factors in the development of the education system. This process requires a continuous, systematic, and comprehensive approach. Improving teachers' professional competence enhances the quality of education and expands opportunities for training competitive professionals. Therefore, it is necessary to continue scientific and practical research aimed at developing

teachers' professional competence, widely implement innovative approaches, and improve systems for supporting teachers.

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