



Aspects of Continuous Development of the Professional Trajectory of Teachers in Modernized Educational Conditions

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Abstract: *In this article, in the process of improving the professional training of teachers in schools of general secondary education, modernization and the introduction of innovative activities, organization and management of the process of individual-oriented education and training.*

Keywords: *Modernization, innovative activity, institutional differentiation, aspect, professional trajectory, innovative technology, professional, scientific-methodical training.*

The professional-pedagogical training of teachers of general secondary schools includes their scientific-theoretical, psychological-pedagogical, scientific-methodical training, ideological-political and moral-ethical maturity, and the ability to organize and manage the modernized educational process.

Modernization is a legal process aimed at qualitative improvement and adaptation of the educational process. This process consists of resource allocation. However, this is not characteristic of all stages of development, but reaches this level when institutional differentiation is strengthened. In this, the social system adapts to the level of flexibility. In such conditions, a wider and more complex pedagogical environment is formed. Therefore, modernizing the content of education and improving the professional trajectory of the teacher in the modernized educational environment are gaining special relevance.

Modernization of the humanitarian system is not directed only to the integration of resources, but also to the formation of a well-rounded person in the conditions of globalization of information. The main factor for this is the objective existence, the material world, and the composition of valuable relationships with oneself.

In addition to the problems of developing the teacher's professional competence in the conditions of modernized education, it is necessary to implement a systematic and systematic-active approach to the system of additional professional education. This approach has been justified in the educational system of different countries for a certain period of time.

Updating the educational process in an innovative way is carried out based on the general laws of the society as a whole and partly on the laws of education.

Trajectory (lat. traectorius - related to movement) - a line forming a material point moving in space. When a system of material points moves, each of its points moves along its own trajectory. The state of the system of material points is a point in the state space, and its Trajectory is called the state trajectory.

Determining the content of the process of developing the professional trajectory of teachers and designing it is also gaining special relevance in modern educational conditions. In this case, it is extremely necessary to develop a plan, programs, and educational materials for the process of developing the professional trajectory of students. Despite the existence of a number of important differences between the educational process and the system of professional development, the



development of the professional trajectory of teachers is required in the conditions of modernized education. According to the need to implement modern requirements, the science of education shows the need to develop a specific program of training teachers to work in modernized educational conditions. In addition, there is a need to determine individual educational directions of teachers. In this case, it is necessary to approach based on the goal of applying the content of modernized education to the educational process.

Practical observations show that in the conditions of modernized education, the aspect of the development of the professional trajectory of teachers (*aspect* -lat. aspectus - type - a specific point of view from which an event, concept, perspective is viewed) should have the character of continuity. In this system, it is necessary for the teacher to master and experiment with new content and technologies of the educational process.

Based on the above, it should be noted that in the conditions of modernized education, it is important to direct the improvement of the professional trajectory of teachers to ensuring the harmony of the single cognitive, axiological and activity-based parts of pedagogical activity.

The components of the teacher's professional and pedagogical training complement and enrich each other in harmony. The knowledge, skills and qualifications acquired by the teacher in these areas form the basis of their daily pedagogical activities. Therefore, the scientific and methodical training of the teacher occupies the main place among the components of professional and pedagogical training.

Modernized them based on the development of the professional training of teachers who are active in the organization and management of the educational process in the process of the socio-economic, spiritual and educational reforms implemented and increasing in the Republic of Uzbekistan, the relations of the developing market economy, the development in the field of science, technology, technology and the globalization of information The issue of preparation for work in educational conditions is one of the urgent problems of the continuous professional development system today.

Taking into account the social order placed before the general secondary education system, existing deficiencies in the professional training of teachers can be eliminated by improving their qualifications and organizing independent work on their own. In addition, equipping teachers with modern pedagogical theories, innovations, and educational technologies is one of the important tasks facing the continuous professional development system.

Our observations show that today there are a number of shortcomings in the effective organization and management of the person-oriented educational process:

- that innovative technologies are not used appropriately in the educational process;
- professional, scientific-methodical training of teachers to work in modernized educational conditions lags behind educational content and its methodological support;
- insufficient formation of professional-creative, social activity, ideological-political maturity in most science teachers, dominance of technocratic approach in their activities;
- insufficient formation of mechanisms for continuous development of scientific-theoretical, professional and methodical training of teachers teaching in the general secondary education system;
- developing the content of the system of regular updating of knowledge, skills and qualifications, which serves to expand their opportunities to use modern pedagogical and information technologies



The correct definition of the goals of the educational process directly depends on the professional skills and knowledge of teachers. For this, the teacher should have a comprehensive knowledge of the social order facing education, State educational standards, curricula and programs, and requirements for individual-oriented education. Based on the same requirements, the real goals and tasks of the educational process are determined.

The analysis of the pedagogical process in the school shows that when determining the purpose of the educational process, teachers should take into account the following:

- The goal of the educational process should be defined as a result of a deep analysis of the social order, DTS and educational programs by the teacher;
- It is important that the goals set by teachers for the educational process can serve to solve important pedagogical tasks;
- The goals set for the educational process are in accordance with the requirements set for the modernized education system, they should be somewhat complex, but clear, these requirements should first of all develop students mentally-intellectually, spiritually-morally, physically-aesthetically;
- The more carefully and clearly the teacher formulates the goals of the educational process, the more clearly he manages to define the ways to achieve them;
- The goals of the educational process should encourage students to learn actively, act independently, approach problems creatively, engage in mutual dialogue and cooperation;
- It is required that the goals aimed at the organization of cooperation between teachers and students should be clear and understandable for all students;
- Smaller goals set by teachers should serve to implement larger, broad, and long-term goals and strategies.

Teachers should create opportunities for students to be adapted and individualized by instilling knowledge, skills and competences that match their life needs into their activities. The advantages of this approach are:

- favorable didactic situations are created for the teacher's free assimilation assistance, encouraging them to be active;
- students' opportunities for rapid acquisition of knowledge expand;
- the needs of students for independent work, active acquisition of knowledge increase, certain interests and inclinations are formed in them.

Today, one of the urgent tasks of the educational process is to convey knowledge to students using effective, productive methods. Ensuring the quality and efficiency of the educational process, managing it using innovative methods requires great knowledge and professional skills from teachers. Therefore, it is important for teachers to continuously acquire the experience of new management of the educational process.

In order for the teacher to be able to manage the educational process effectively, he must first of all have flexibility. The increase in the volume of electronic educational literature, the variety of sources and their reference in the organization of the educational process to do The breadth of opportunities opens up new horizons for teachers' professional development. The increasing importance of sharing and using information through information technologies and relevant educational resources in the activities of teachers, teachers should adapt to the changing knowledge and information in the improved DTS and modernized curricula and redesign their work based on this basis.



In order to achieve effective management of the educational process, teachers should know the objective laws and principles of the development of the society of Uzbekistan, be able to generalize new phenomena, rely on advanced pedagogical experiences, and thoroughly master innovations. The main essence of the need for a new approach to the organization of the educational process is that teachers abandon traditional methods and:

- effective organization of the educational process through the use of modern pedagogical and information technologies ;
- for independent work and independent activities of students ;
- is important that they use the team and cooperation method in teaching .

formation of new pedagogical relations between the teacher and students is part of the educational process it is necessary for pedagogues to thoroughly master the experience of applying a differentiated approach , taking into account the capabilities and peculiarities of learners . In organizing the educational process based on these principles :

- abandoning the practice of determining the direction of activity depending on the students who have an intermediate mastery level ;
- identify the qualities unique to each student and to develop strategies for their development , their interests, needs, abilities, personal qualities, to determine mental - intellectual characteristics , to give necessary advice by determining the chosen professional directions ;
- educational tasks taking into account the needs, interests, talents and opportunities of each student in the class ;
- the educational process , it is necessary to divide students into groups, taking into account their unique characteristics .

the organization and management of the educational process using pedagogical innovations, it is required to create a continuous methodical service system that ensures that science teachers operate in accordance with the requirements of the time within the framework of their knowledge, skills , and professional abilities .

In short, to manage the educational process with the help of pedagogical innovations taking into account the main directions, principles, requirements, defining the laws and principles of teaching, the theoretical and methodological bases of using pedagogical innovations in order to achieve guaranteed results in the educational process, the ways of forming the teacher's methodological culture, the levels of mastering innovations and their components output is required. For this, it is necessary to create a system of personal-professional formation and development of teachers by determining the pedagogical factors that have a positive effect on ensuring the effectiveness of the continuous professional development system, developing the content, forms, tools, and methods of the process of mastering pedagogical innovations by teachers, and showing ways of applying them in practice.

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