

MODEL OF CONTINUITY OF STAGES OF DEVELOPMENT OF MOTIVATIONAL READINESS COMPETENCE IN TEACHERS

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Abstract

The article covers the essence of the concept of modeling pedagogical education, its peculiarities, analyzes the issues of continuous professional development of teachers, research work carried out in the system of advanced training, and develops a model of stages of development of motivational readiness competence in teachers.

Keywords: model, modeling, motivation, motivational readiness, continuity, professional development.

Introduction

It is relatively difficult to create a model of an educational or educational process, since on the basis of the behavior of the object it will be necessary to predict its consequences. It is not always successfully solved to sort out the activities of the object on the basis of the model introduced into practice. As a result, it is precisely because of the great difficulties in the development of models belonging to the subject that modeling the educational process is a slowly developing field. But this does not mean that pedagogical processes cannot be modeled.

Modeling-bringing educational materials or educational content into a holistic system [7; 342-p.].

It is known that modeling is one of the research techniques used in the process of pedagogical research as a successful and universal practice of cognition. Modeling creates conditions in the research process for the rounding of empirical, theoretical and practical information, scientific abstraction, the emergence of a logical chain and harmonization in experimental and test work. In this sense, the model being designed in the modeling of the system of continuous professional development on the basis of a competence approach "...visual-logical representation of the subject of research with the aim of clearly defining the components that are part of the object, their interaction, as well as the features of performance and Development" [11; 139-b. it is considered as] and the essence of the process is explained. The purpose of modeling "...it is the retrieval, use, imaging and processing of information about the external environment and interacting objects" [3; 14-B.].

By modeling, we understand the process of describing a real object with another object, that is, with the help of a model it will be possible to study or identify the most important characteristics of the original. According to Bordovskiy's definition, "modeling (pedagogical) is a method of studying pedagogical reality using models; the process of designing and building pedagogical models" [12].

According to Shtoff's definition, "a model is a system of visualization or material implementation that reflects or reproduces a research object, capable of transforming it" [13].

A.M.Novikov in his work "educational project (methodology of educational activity)" emphasizes that the model being designed should be distinguished by its ingenuity, simplicity and adequacy, together with the fact that it meets the established requirements. Hence, the failure to comply with the requirements imposed on the model will lead to the fact that the expected results will not be achieved, there will be problems with its implementation in practice, that is, the quality and functionality will fall.

The inertness of the model (lot. Inhaerentis-stuck, rooted; ing. inherent is an integral part of something), that is, compliance with the existing environment is considered in terms of the characteristics of the current system, the requirements that the state and society impose on the educational sphere, as well as compliance with its order [5; 66-b.]. In accordance with this, in our research, we focused on directing the model being designed to realize the purpose of professional development education, modeling by harmonizing all types and forms of development of motivational readiness competence as a component of the system of continuous professional development of public education personnel.

Model components, their structural elements represent a system of a whole and a certain sequence, consisting of interconnected, separate parts, which provides simplicity of work with it and its application as a means of introduction into practice. And the adequacy of the model means ensuring the continuity of professional development of teachers using the capabilities of a competency-motivational approach to the UKR on the basis of the specified components and achieving the goals for the professional development of educators.

Changes in the field, including some fundamental turns in the educational system, the reorientation of values, public understanding of the role of teachers in this process, etc., determine new requirements for the qualifications of teachers, their level of qualification and readiness to work for modern education. Therefore, it is necessary that teachers have their own holistic scientific solution to the problems of motivational readiness for continuous professional development, which implies motivational readiness for professional improvement and changes in the educational programs for improving the qualifications of school teachers.

Although several studies have been carried out on the organization and conduct of continuous professional development in the field of pedagogy, the problem of the development of motivation readiness competence of teachers for the UKR has not been sufficiently studied. An analysis of scientific research has shown that,

- criteria are developed that determine the innovative activity of the teacher, and the technology of the formation of this activity, the practical importance of preparing teachers for innovative activities in the process of professional development are highlighted [4];
- professional development of public education personnel is expanded on the basis of integrating all types, resources, forms and experiences in the field and determining the content of the structural components of the multi-vector model and prioritizing the necessary factors for the practical implementation of scientific and methodological observation in the professional development of the educator [5];
- components of the mechanism for the continuous development of professional competence of teachers (motivational, cognitive, procedural, creative) and stages of implementation (independent professional development, training courses, master classes) are determined on the basis of technological progress and taking into account the dynamics of mastering innovations in the disciplines being studied [2; 11-p.];
- the strategic structure for the development of competence of pedagogical personnel is improved on the basis of integration with methods for the development of innovative activity (reflex synergy, necessary motives)in the process of professional development of competence criteria (social, professional, reflexive, acmeological) [6; 8-p.];
- the components of the management system for the formation of professional competence of teachers (motivational-value, professional-activity, reflexive-communicative) are improved in content on the basis of online network cooperation [9; 8-p.];
- in the process of professional development, special attention is paid to the quality and management of education [1];
- improved educational and methodological support of the system of advanced training of primary school teachers and the system of advanced training based on needs [8; 119];
- scientific recommendations have been developed for the use of continuity and continuity of professional development processes as a pedagogical system that develops the professional training of teachers of the native language and literature, provides mobility [10; 16-p.].

The most important motivation of a person in his period from the institution of higher education to the choice of a profession is his motivation in relation to his profession in it, which serves as the main factor for its preservation and, especially, changes in the form of internal motivation, subsequent adaptation to the requirements of the period associated with his professional activity, A comprehensive analysis of our research in the framework of the development of motivational readiness competence of the educator allows us to summarize many interpretations of the terms "motive", "motivation", "readiness", "teacher's readiness for Continuing Professional Education", "competence", "development of competence" and determine the pedagogical conditions for the development of motivational readiness competence of the teacher to work on himself.

The stages of development of motivational readiness competence in a teacher, which represent the sequence, continuity of the processes providing the UKR, the organization

and readiness for the implementation of self-education, are reflected in the following model (1-picture).



Model of stages of development of motivational readiness competence in a teacher.

The literature studied, analyzes and scientific research made it possible to form a definition of authorship in relation to the basic concept of our research:

Development of the competence of motivational readiness of teachers for continuous professional development is a process that combines the characteristics of a descriptive, functional and prognostic model, represents logical constructions formed using a system of schematically manifested signs as a whole or its individual fragments of the practice of continuous professional development, leads to prospects for continuous professional development and positive results.

Thus, we linked the category "motivational readiness of the teacher for continuous professional development" with the ability of the subject to carry out pedagogical activity, came to the conclusion that on the basis of such value directions as special knowledge, skills, qualities, skills and valuable-motivational practical experience it is necessary to organize and introduce a Ukr, consisting of a holistic personal-professional need.

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