

OPPORTUNITIES TO INDIVIDUALIZE THE PROCESS OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

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Annotation

The effectiveness of the system of continuous professional development of pedagogues depends on the extent to which their professional difficulties and needs are satisfied and their individual characteristics are taken into account. For this purpose, serious efforts are being made to introduce technologies aimed at ensuring the addressability and continuity of continuous professional development of pedagogues into the system.

This article describes the individualization of the process of continuous professional development, its essence, levels, the structure of the individual educational trajectory of a pedagogue, and the stages of its design.

Keywords: Individualization, individual education program, individual education route, individual education trajectory.

Introduction

The analysis of the practical activities of advanced education institutions, curricula and programs, as well as several years of observations show that the main focus in the courses is on improving the general training and professional competence of teaching staff, that the same methods and methods are used for all, that their professional characteristics, individualism, skill level and needs are sufficiently taken into account showed that it was not received. From this point of view, the system of continuous professional development of pedagogues faces important tasks that must be solved without delay. One of them is to transform a pedagogue from a passive object into an active, independent, aspiring, competitive subject, that is, a subject who understands the goals and tasks of his activities, knows how and to what extent he should have professional skills, opportunities and abilities. In this case, an effective solution to the problem can be achieved through individualization of the process, which allows pedagogues to use their internal potential as actively as possible, to understand their professional needs and to correct it.

According to the pedagogical encyclopedia, individualization means the system of managing their learning activities, which takes into account the individual-psychological characteristics of each learner. Individualized teaching is provided through educational methods and various teaching-methodical, psychological-pedagogical and organizational

management measures based on an individual approach to the organization of the educational process [9; pp. 83-84]. Also, in the process, the method and pace of teaching are selected according to the individual differences of learners, the level of development of their ability to study [10; p. 201].

In the studies of E. Bondarevsky, S. Vershlovsky, V. Zagvyazinsky, D. Zembitsky, A. Petrovsky, V. Kan-kalik, M. Potashnik, the necessity and prospects of transition from public to individual methods of formation and development of pedagogical professionalism have been identified. Analyzes and researches are the main point in solving these problems and show that the pedagogue is determined by his position, the ability to have a new pedagogical thinking, the need, the selection and development of special pedagogical programs, technologies [2; p. 78].

According to I.M. Osmolovskaya, individualization is an important form of educational differentiation, in which the educational process is built taking into account the characteristics of not only the group, but also each learner. I.E. Unt understands individualization as taking into account the individual characteristics of students, regardless of what forms and methods of teaching are used [7; p. 184]. After all, "individuality is the value of a person and his creativity" [11; p. 92].

Based on the above ideas, we understand the process of individualization of continuous professional development as a differentiated process of developing the internal potential of pedagogues, taking into account their special characteristics, needs, motives, improving their personal and professional qualities, and creating conditions for building an individual educational trajectory based on the goals and tasks set for themselves.

Individualization of the continuous professional development process can be implemented in the following areas:

- according to the content, students are given the opportunity to participate in the process of creating curricula and programs of continuous professional development courses and to make changes to the determined educational direction;
- according to the volume, creation of conditions for students to study their subject in depth according to their needs and interests, taking into account their ability, ability, pace of learning, pedagogical experience;
- according to the time and duration, determination of a certain volume of the content of the continuous professional development process according to the individual-psychological characteristics and levels of training of the listeners.

In the scientific literature of later periods, various terms are used to describe the individualization of the professional development of pedagogues and the process of continuous professional development. From the point of view of our research, their analysis is of particular interest.

Individual educational program is the initial program of study or other activity, which is developed independently based on the personal, educational, professional interests, needs, and requirements of the learner, directed to personal and professional development [6; p. 228; 14; p. 43]. It is also interpreted as the learner's understanding (imagination) of future

activities, goals, content, results, time, place, tools and interactions with pedagogues and other learning subjects [12; p. 42].

The variety of forms of continuous professional development courses is not enough to fully ensure its effectiveness, M. Jumaniyozova in her research concludes that the content of the course is important and it should be built on the basis of individual training programs. However, he considers the individual professional development program as a tool aimed at familiarizing the teacher with modern knowledge in the field of science, innovations in the field of pedagogy and psychology between courses [4; pp. 88-96]. In our opinion, this process should include the teacher's professional development strategy, taking into account his position, task, duty, training courses, participation in various methodical events, and all professional actions aimed at self-improvement.

According to researchers such as S.V. Vorobeva, N.A. Labunskaya, and A.P. Tryapitsina, individual education is a differentiated educational program designed for a certain goal, and teachers provide pedagogical support to students in choosing, determining their position, and realizing themselves. ensures the development and implementation of the educational program through its empowerment [3; p. 4]. The individual education direction is the way that the student has determined in advance based on the developed individual education program, which clearly indicates the teaching and time criteria, the stages of study, and is carried out through the pedagogical support of the coach [14; p. 43].

In the researches, the individual educational trajectory is "...a certain consistency (sequence) of the elements of educational activity in the implementation of the individual educational goal that corresponds to the abilities, potential, motivation, and interests of each student", "...a conscious understanding of social and cultural experience and selection of age-appropriate or inappropriate activities and independent implementation" [15; p. 3-9], "...results and process of developing the learner's experience and personal qualities on the basis of variable teaching" [8; p. 23], "...the manifestation of each student's style of educational activity depending on his motivation, study and implementation in cooperation with the pedagogue" [1; 4-p.] is considered as.

A.V. Khutorskoy interprets the individual educational trajectory as a separate and unique way of realizing the personal potential of each student during the teaching process and "...his education: content, purpose, tasks, pace, form of study, methods, evaluation of results, control system states that it should be possible to choose the main components in mutual agreement with the pedagogue" [13; pp. 99-155].

It seems that there is a lack of unanimity in the interpretation of these concepts by researchers, and they are in some cases synonymous, and in some cases they are shown as categories that differ from each other with certain characteristics. During our research, the analysis of the content of scientific and methodical literature on the nature of these concepts and approaches to them allowed us to come to the following conclusions.

Individual education program is a program that is independently created based on the results of the diagnosis of professional needs, difficulties, interests, motives of the pedagogue, is oriented towards personal and professional development, allows to optimize

the types and forms of continuous professional development, and represents the independent education.

Individual education direction - the pedagogue's individual education program, depending on the time criteria and stages, is carried out under the supervision of the consultant, and determines the flexibility of the educational process to the existing conditions.

An individual educational trajectory is a specific individual course of action based on the pedagogue's conscious and experiences, determined by the pedagogue to realize his personal potential, professional improvement, self-realization, and self-expression.

So, in the professional development of the pedagogue, three mutually demanding levels of the design of his educational activity were distinguished. The individual educational trajectory implies the existence of an individual educational program and direction (content definition, planning, analysis) and elaborate methods of its implementation, that is, the technology of organizing the educational process.

The individual education trajectory expands the limits and possibilities of the environment of continuous professional development, strengthens the motivation of pedagogues, and creates conditions for choosing and implementing convenient and effective means of continuous development of professional competence. It also serves to take into account the individual characteristics, interests, professional difficulties, needs, personal motivations, experience, qualification level and social opportunities of pedagogues.

Creating an individual educational trajectory of a teacher requires him to have the skills to understand the amount of professional needs, to be able to evaluate, to design and to foresee the points of development. The results of the questionnaires conducted with the students during the study showed that pedagogues have a positive attitude towards the creation and implementation of an individual educational trajectory and their need for it. Although most of the participants answered positively to the question "Do you consider it effective to develop an individual learning trajectory?", more than 69% of them indicated that they could not independently create an individual learning trajectory. This confirms that pedagogues do not have enough information about the form, methods, and tools of continuous professional development, and it is necessary to organize scientific and methodical monitoring of the process of creating an individual educational trajectory. At the same time, in this process, the close interaction of teachers, methodologists, specialists with appropriate qualifications and pedagogues of professional development educational institutions becomes very important.

When designing an individual educational trajectory, the pedagogue and the consultant should work together and take into account the following:

- general professional training, work experience, professional difficulties and needs of the pedagogue;
- state of professional and social activity;
- psychological characteristics (temperament, character, emotionality, etc.), communicative characteristics;
- formation and stability of professional, social, knowledge motives;

- to be able to make optimal decisions, to be able to choose the most convenient and effective forms and methods
- reflection, content of activities, understanding of needs, etc.

The fact that the algorithm for creating an individual educational trajectory of a teacher consists of the stages of diagnosis, goal clarification, content formation, orientation, implementation, analysis and reflexive evaluation means the consistency, continuity and completion of its logical chain.

Thus, the trajectory of individual education of professional development enables the pedagogue to actively strive to improve his competence, quick reflexive adjustment, to show and prove his professional and personal individuality based on scientific and methodical observation, to raise his value-conscious worldview, to raise his faith, to demonstrate and popularize his best experiences creates conditions for growing his professionalism.

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