

**CURRENT TRENDS AND CHALLENGES IN TEACHER'S PROFESSIONAL
DEVELOPMENT AT HIGHER EDUCATIONAL INSTITUTIONS**

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Abstract: This article covers the current issues of teacher training in higher education institutions. It considers the professional development of pedagogical staff as an important factor in improving the quality of education in the current period. It discusses current modern trends in the professional development system, including the introduction of digital technologies, approaches based on the module and credit system, international cooperation and exchange of experience. The use of digital technologies in HE was placed at the core of the Danish political agenda in 2007, with an initial focus on digitalization of administrative structures and examinations (Tømte, Fossland, Aamodt & Degn, 2019). As advanced technology and digital solutions become more widespread, it became more urgent to invest in getting young people interested, educated and professionally attracted to the so-called STEM areas – Science, Technology, Engineering and Mathematics. In 2018, the Danish government set a Technology Pact with over 80 educational institutions and business companies, where the following aspects are mentioned: digital empowerment, digital design and design processes, computational thinking, technological ability to act, Informatics as a subject, and disciplinary technology comprehension. At the same time, it analyzes the main problems encountered in this process - the lack of methodological manuals, the low level of digital literacy of teachers, the lack of systematic monitoring, and the lack of practical orientation of professional development courses. The results of the study put forward recommendations aimed at developing effective mechanisms for professional development in the higher education system.

Keywords: pedagogy, higher education, teachers, pedagogical potential, modern trends, digital education, methodological problems, professional development, quality of education, innovative approaches.

Аннотация: В статье рассматриваются актуальные аспекты проблемы повышения квалификации преподавателей высших учебных заведений. Он рассматривает профессиональное развитие преподавательского состава как важный фактор повышения качества образования в современную эпоху. Будут обсуждаться современные тенденции в системе повышения квалификации, в том числе внедрение цифровых технологий, модульного и кредитного подходов, международное сотрудничество и обмен опытом. При этом анализируются основные проблемы, возникающие в этом процессе, такие как отсутствие методических пособий, низкий уровень цифровой грамотности преподавателей, отсутствие системного мониторинга, а также практическая направленность курсов повышения квалификации. По результатам исследования выдвинуты рекомендации, направленные на разработку эффективных механизмов профессионального развития в системе высшего образования.

Ключевые слова: педагогика, высшее образование, преподаватели, педагогический потенциал, современные тенденции, цифровое образование, методические вопросы, повышение квалификации, качество образования, инновационные подходы.

Annotasiya: Mazkur maqolada oliy ta'lim muassasalarida o'qituvchilarning malakasini oshirish masalasining dolzarb jihatlari yoritilgan. Unda hozirgi davrda ta'lim sifatini oshirishda pedagogik kadrlarning kasbiy rivoji muhim omil sifatida ko'rib chiqiladi. Malaka oshirish tizimidagi mavjud zamonaviy tendentsiyalar, jumladan, raqamli texnologiyalarni joriy etish, modul va kredit tizimiga asoslangan yondashuvlar, xalqaro hamkorliklar va tajriba almashuvlari haqida so'z yuritiladi. Shu bilan birga, bu jarayonda uchrayotgan asosiy muammolar — metodik qo'llanmalar yetishmasligi, o'qituvchilarning raqamli savodxonlik darajasining pastligi, tizimli monitoringning sustligi hamda malaka oshirish kurslarining amaliyotga yo'naltirilmaganligi singari jihatlari tahlil qilinadi. Tadqiqot natijalari oliy ta'lim tizimida malaka oshirishning samarali mexanizmlarini ishlab chiqishga qaratilgan tavsiyalarni ilgari suradi.

Kalit so'zlar: pedagogika, oliy ta'lim, malaka oshirish, o'qituvchilar, pedagogik salohiyat, zamonaviy tendentsiyalar, raqamli ta'lim, metodik muammolar, kasbiy rivojlanish, ta'lim sifati, innovatsion yondashuvlar.

INTRODUCTION

The years of independence in Uzbekistan were literally a period of educational revolution. After all, the scope of practical work carried out by the young, independent republic to radically reform the education sector, to form an education system that is perfect in all respects, to update the content of education, to enrich it with the latest achievements of modern science, engineering and technology, to educate the individual, to apply international experience in his education, to ensure that specialists being trained in the field can meet world education standards is so extensive that this in itself is tantamount to revolutionary actions. In modern society, the education system is recognized as a strategic factor of development. The socio-economic development of any country, the intellectual potential and competitiveness of its citizens are directly related, first of all, to the quality of education. The higher education system plays a particularly important role in this regard. Because it not only trains specialists with professional knowledge and skills, but is also an important source of forming scientific potential, developing innovative thinking, and implementing advanced ideas in practice. Therefore, the professional qualifications, pedagogical skills, and the need for constant updating of professors and teachers working in higher educational institutions are considered one of the urgent issues. Large-scale reforms are being implemented in Uzbekistan to radically reform the education system, bring it into line with international standards, and integrate modern knowledge and technologies into the educational process. One of the main directions of these reforms is the issue of improving the skills of pedagogical staff and the systematic development of their professional activities. Today, in order to ensure competitiveness in the field of higher education, strengthen the link between science and production, use interactive educational technologies, as well as educate students based on new approaches, it is necessary for teachers to have new knowledge. Advanced training is one of the main tools aimed at meeting these needs. In recent years, a number of positive approaches to improving the skills of teachers have been formed in higher educational institutions. In particular, international training, online courses, advanced training programs organized on a modular basis, seminars held in cooperation with foreign higher educational institutions play an important role in improving the skills of teachers. At the same time, digital platforms and distance learning opportunities are expanding for the continuous development of pedagogical staff using modern technologies. This allows teachers to work on themselves and quickly and effectively acquire new knowledge. However, along with the current trends, there are also a number of systemic problems. In particular, problems such as the practical ineffectiveness of advanced training courses, the low level of digital literacy of some teachers, the lack of sufficient conditions and motivation for

advanced training, and the underdevelopment of the pedagogical activity monitoring and evaluation system remain relevant. In addition, existing programs are in some cases not adapted to modern educational approaches and do not fully meet the practical needs of teachers. Therefore, this article scientifically analyzes the current state of advanced training of teachers in higher education institutions, development trends, existing problems and ways to overcome them. The main goal of the study is to identify effective approaches that serve the professional development of pedagogical personnel, analyze modern experiences and develop practical proposals. This will allow us to improve the advanced training process in the higher education system, develop modern competencies of teachers, and improve the quality of education.

METHODOLOGY

The methodology of this study is aimed at analyzing the practice of teacher professional development in higher education institutions. The study used several scientific research methods and approaches, including qualitative and quantitative analysis, comparison, assessment of the impact of approaches, as well as methods of conducting questionnaires and interviews. Qualitative analysis: The first stage of the study was based on the qualitative analysis method, which examined existing strategies, programs and practices for teacher professional development in higher education institutions. This method analyzed teachers' approaches to professional development programs, best practices and international experiences in teacher training. Quantitative analysis: The second stage of the study was carried out on the basis of quantitative analysis. At this stage, the effectiveness of professional development programs in higher education institutions, their impact on teachers and how teachers evaluate these programs were studied. Teachers' feedback was collected and analyzed through questionnaires and surveys. Teachers' motivation for professional development, practical experience and attitude to changes were assessed. Comparison and exchange of experiences: The study compared the system of professional development of teachers in different higher education institutions. The professional development programs implemented in each institution, their structure and content were studied. Opportunities for international exchange of experiences were also considered, since new approaches and innovative practices in the global education system can be valuable experience for the education system of Uzbekistan. Interviews and surveys: The study conducted interviews with teachers working in higher education institutions. These interviews collected teachers' attitudes to the professional development system, existing problems, and their opinions on the effectiveness of courses and trainings. It also identified the need for teachers to exchange experiences, update their knowledge, and integrate it into practice.

Literature review: During the study, the existing scientific literature, articles, monographs, reports and conference materials on professional development were analyzed. The availability of scientific studies and methodological manuals on the professional development process of international experience and modern education systems was separately considered. Modern approaches to professional development and their effectiveness were analyzed through this literature. The research methodology also used a combined method of qualitative and quantitative approaches, which made it possible to identify general trends and problems in teacher professional development. The main task of the study is to assess the effectiveness of the professional development system, identify problems and develop proposals based on modern approaches. The "National Program for Personnel Training" of the Republic of Uzbekistan, which reflects the general essence of the republican education and personnel training system, which has been highly recognized by the world community, serves as a kind of benchmark in determining the specialization and level of professional training of specialists in all social spheres in the

current conditions. The national model of personnel training fully reflects the image of a perfect person, a qualified specialist. Training a perfect person, a qualified specialist is an important educational process in itself, but also requires the training of qualified teachers armed with scientific, theoretical, and practical knowledge. Therefore, the current reality shows the expediency of paying serious attention to the training of pedagogical staff who will demonstrate their high skills and abilities in methodologically correct, effective organization and management of the educational process on the basis of modern technologies. In the training of qualified teachers, it is a great responsibility to equip students of pedagogical and non-pedagogical higher education institutions with pedagogical knowledge, to professionally direct them to the process of educating the younger generation, to educate them. In this process, the more important the professional skills of teachers working in higher education institutions are, the more important the availability of educational resources that methodologically substantiate their activities is. Taking into account this requirement, the creation of a new generation of educational literature in the higher education system during the years of independence was determined as an important direction of general pedagogical activity. The creation of a new generation of modern educational literature is a complex, responsible process, in which it is advisable to take into account the changes taking place in the field of pedagogy, the social need for the training of a complete person, a qualified specialist, and the priority principles that are of great importance in the development of the individual.

RESULTS

The study identified important findings on the system of teacher training in higher education institutions and its effectiveness. The problems and trends analyzed in the study were as follows:

New approaches to training: Many modern approaches to teacher training have been introduced in higher education institutions. In particular, online courses, distance learning platforms, and international exchange of experience are recognized as effective tools for improving teachers' knowledge and skills. In particular, the use of digital technologies is greatly helping teachers to update their skills. However, in some regions, the effectiveness of digital education is still low, which, in turn, is due to the low level of digital literacy of teachers. **Teacher motivation and needs:** The results of the study show that the motivation of teachers in higher education institutions for training depends mainly on financial and professional development factors. Teachers are demanding more practical training, courses that include modern pedagogical methods and technologies to improve their skills. However, many teachers noted that in-service training courses are not directly relevant to practice in theory, as well as a lack of mechanisms to motivate teachers. **Effectiveness of in-service training courses:** The study found that the effectiveness of in-service training courses depends on their content, the methodologies used to train teachers, and the approaches to organizing programs. In many cases, in-service training courses are aimed only at providing theoretical knowledge, which does not affect the daily pedagogical activities of teachers. Therefore, the courses should be more practice-oriented. **International cooperation and exchange of experience:** The growing role of international cooperation and exchange of experience in higher education institutions was emphasized. Higher education institutions in Uzbekistan have established partnerships with a number of foreign universities and provide teachers with opportunities to participate in international trainings, seminars and conferences. These partnerships help teachers learn new pedagogical approaches, improve their scientific potential and integrate into the global education system.

Problems and obstacles: The main problems identified in the study are as follows:

Methodological limitations: Many in-service training courses are not sufficiently adapted to practice and are focused only on providing theoretical knowledge. Insufficient implementation of digital technologies: In some regions, digital educational technologies are still not being used effectively, which leads to low levels of digital literacy among teachers. Lack of motivation and support: Mechanisms to encourage and support teachers to take up professional development are not effective. Many teachers do not have sufficient motivation and support to use the courses. Suggestions and recommendations: According to the results of the study, the following recommendations were developed to increase the effectiveness of in-service training courses:

- It is necessary to organize courses that provide teachers with practical knowledge, while widely introducing modern pedagogical technologies and innovative approaches.
- It is necessary to further develop digital education platforms and conduct special training to increase the digital literacy of teachers.
- It is necessary to adapt in-service training programs to the needs of more teachers and develop incentive systems accordingly.

CONCLUSION

The system of advanced training of teachers in higher education institutions occupies an important place in the world education systems today. During the study, modern trends in teacher training, their effectiveness and existing problems were analyzed. Despite the fact that a number of positive changes are taking place in the higher education system of Uzbekistan in terms of advanced training of teachers, there are still serious problems in some areas. First, it was identified that advanced training courses and programs need to be brought closer to practice. Many programs are aimed only at providing theoretical knowledge and do not directly affect the daily pedagogical activities of teachers. Therefore, the content of the courses should include modern pedagogical technologies and practices, as well as familiarizing teachers with new methodologies. Secondly, the growing role of digital education and the need to increase the digital literacy of teachers were highlighted. The use of digital technologies can be an effective tool for teachers to improve their skills and learn new methodologies. However, in some regions there are problems such as the incomplete implementation of digital educational technologies and the lack of training teachers in digital literacy. Thirdly, it is necessary to develop incentive mechanisms to increase teacher motivation and make the professional development system more effective. Teachers want to improve not only their knowledge and skills during professional development, but also to achieve their professional development. Therefore, it is necessary for the courses and trainings provided to teachers to be useful and practical, and to create goal-oriented incentive systems for them. The study also considered the growing role of international experience exchange and cooperation. International relations and the opportunities for teachers to participate in international trainings help them improve their skills, learn modern educational technologies, and integrate into the education system. As a result, it was determined that in order to increase the effectiveness of the teacher training system, it is necessary to adapt programs to practice, develop digital education, increase teacher motivation, and expand international exchange of experience. By implementing these recommendations, the process of teacher training in the higher education system can be more effective and productive.

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