

Prospects for Continuous Professional Development of Practicing Psychologists

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Abstract:

This article is about professional development of practical psychologists and continuous professional development.

Keywords: *competence of a psychologist, educational programs, professional development, innovations in education, training of students.*

Introduction: The formulation of the problem in general and its connection with important scientific and practical tasks. Currently, the problem of improving the professional competence of teaching staff in the system of continuous professional development is being actively discussed.

Methods: Analysis of recent studies and publications that have considered aspects of this problem and on which the author bases himself; highlighting previously unresolved parts of the general problem. The latest research on the problem of psychological and pedagogical conditions for advanced training of teaching staff reveals the following conditions as the most promising: the continuity of the postgraduate education process, the modularity of additional professional education programs, the need for "regional centers for advanced training of educational workers integrating advanced scientific research and educational programs", the formation of groups based on professional interests or the level of professionalism of teachers. The authors of scientific papers on the discussed problem emphasize the need to create an appropriate personality-centered educational situation in the process of course training of teaching staff, to ensure a differentiated approach to the design of advanced training programs, to train teachers to design their own educational route of continuous professional development. In addition, the role of online communities of teachers in improving the skills of education workers is discussed. In the pedagogical literature on the problem of teachers mastering new 36 competencies, most often we are talking about new pedagogical technologies, innovative forms, methods and techniques of teaching and upbringing. But in order for innovations, as new types of professional and pedagogical activities for teachers, to be really mastered, appropriate motivation of teaching staff themselves and

methodological support in the process of mastering these technologies both during course training and later in practical activities at the workplace are necessary. If, during the advanced training courses, responsibility for the quality of education is distributed between the organizers of additional education and teachers who improve their qualifications, then in the period between courses such responsibility also falls on the administration of the educational organization and specialists supervising teachers in the field.

Undoubtedly, the use of innovations in the educational process is designed to improve the quality of education, but they do not always fulfill their function, because from modeling the educational situation within the framework of advanced training courses, seminars to real daily work with students, "a huge distance". The problem of teachers' rejection of the philosophy of the system-activity paradigm of education has been identified in the Uzbek education system, therefore, the 2013 report on the results and prospects of the implementation of the national educational initiative "Our New School" in 2012 indicated the expediency of organizing a four-year training cycle for practicing teachers with a program of at least 500 hours, with support in the form of e-learning methodological support of the process of solving new tasks at the teacher's workplace in order to form a new pedagogical thinking.

Results and Discussions: Although in the psychological and pedagogical literature and in the system of training future teachers, attention is traditionally focused on the primacy of the educational component of pedagogical work, the importance of developing a child's personality, taking into account his needs and capabilities, the creative nature of pedagogical work is emphasized, the problem of declarative humanistic pedagogical values is not removed; it was fixed by researchers both in the early 90s and currently. In the research of E.G. Yudina shows that, from the 80s-90s to the early 2000s, stable professional pedagogical norms and values of a narrowly declarative nature are fixed in the professional consciousness of teachers. According to a study conducted by N. Solntseva in 1999, the most attractive needs that can be realized by teachers in teaching activities correlate with an authoritarian style of communication; at the same time, the need for respect, the need for affiliation, the need for understanding turned out to be the least attractive needs of teachers who worked at the school at the end of the last century. In 2002, L.F. Vyaznikova wrote about the "polyphony of values" observed in educational organizations: "Different educational institutions have their own "pedagogical worlds", their own "rules of the game", their own thesaurus of concepts, their own value-oriented unity, etc." At the same time, we are not talking about like-minded humanists, but again about the declarative nature of humanistic values in education and the negative impact of this phenomenon on the professional development of young teachers, about the phenomenon of imitation of innovative personality-oriented activities. In recent publications reflecting the results of L.M.'s long-term research. According to Mitina, it is shown that among alternative models of adaptive behavior, associated mainly with subordination to external circumstances, and professional development, determined by an inner spiritual need for self-improvement and self-realization, the former prevails: "A model of adaptive teacher behavior is typical for a domestic school, which is non-constructive at all stages of professional functioning." In general, a high level of personal and professional development is revealed only in 12-26% of respondents, depending on the type of profession, therefore, according to L.M. Mitina, purposeful systematic work is needed to prepare students for a conscious choice of profession and further personal and professional self-improvement, while at each age stage, starting from primary school age and the corresponding stage of education, their specific tasks should be solved; based on the theoretical model of personal and professional human development proposed by L.M. Mitina, under her leadership programs for schoolchildren have already been developed and tested, which have begun to be introduced into educational practice.

Conclusion: In relation to already practicing teachers, the task of professional development in the vast majority of cases is transformed into the task of retraining in the process of continuous

postgraduate education, the reorientation of teachers from an educational and disciplinary model of interaction with students to a personality-oriented one, involving the competent implementation of a system-activity approach in education.

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