

*Bekzod Dusmamatov, Surkhandarya region Termez district. Psychologist  
school number 12.*

## **THEORETICAL AND METHODOLOGICAL APPROACHES TO THE STUDY OF PERSONAL AND PROFESSIONAL DEVELOPMENT OF A TEACHER**

B. Dusmamatov

**Abstract:** In the conditions of modern reality, when the problem of improving personal and professional development becomes extremely important in pedagogical psychology, as in other Sciences, its further development is important for solving the tasks that are set by the professional activity of a teacher.

**Keywords:** condition of change, development and transformation, present, conditionality, effectiveness, growth of the teacher.

In modern conditions of changing the paradigm of education, the most important component of which is the idea of continuity, the process of forming professional qualities, acquiring new competencies and developing personal abilities must be carried out throughout life. It is obvious that the knowledge and skills acquired during training at a pedagogical University become insufficient over time to solve new tasks facing the school, and this in turn requires their constant updating and improvement.

In the last decades of the XX century. in pedagogical science, a direction has been defined that studies the problem of professional development based on systems of thinking activity approach (O. S. Anisimov, A. A. Derkach, H. A. Maskzhova, B. V. Palchevsky, P. G. Shchedrovitsky, etc.). Representatives of this direction consider the professional work of a teacher as a multi-structural, multi-subject and multi-functional dynamic system, which includes research, methodological, project, management and other types of activities in addition to purely pedagogical.

Within the framework of the activity approach (B. G. Ananyev, E. M. Ivanova, N. V. Kuzmina, A. N. Leontiev, B. F. Lomov, S. L. Rubinstein, V. D. Shadrikov, etc.), professional activity is considered by us as a basis, as a means and a decisive condition for the change, development and transformation of the individual, both the teacher and the student - their aspirations, values, skills, competencies, creativity, creativity in the course of their mutual training, education, development. Professional activity is the basis for the development and achievement of higher levels of proficiency and self-realization by a teacher. On the one hand, the characteristics of the teacher's personality significantly affect the process and results of professional activity, on the other, the development of the individual is influenced by the specifics of professional activity. It is the creative level of

implementation of professional and educational activities as a prerequisite for their productivity and efficiency (Yu. N. Kulyutkin).

The study of personal and professional development in the axiological aspect draws attention to the value, semantic basis of its content - universal, personal and professional value orientations; allows us to understand their role and purpose in the process of personal and professional development in order to correct the transformative activity of the teacher as a subject of self-development and self-realization. Systemic-structural approach allows us to provide personal and professional development specialist in the form of a set of interrelated and interdependent components that represent a unified whole, aimed at achieving the desired goal (P. K. Anokhin, I. V. Blauberg, L. F. Lomov, V. D. Shadrikov, E. G. Yudin, etc.).

In the framework of the synergetic approach, the attention was focused precisely on the recognition of the potential for self-organization of the major components of the process of personal and professional development, which will manifest itself in the consistency of their interactions that will even give the opportunity to talk about the emergence of a new system.

The main feature of research of the personal approach (H. A. Astashova, G. G. Gorelova, O. P. Morozova, etc.) is the concentration of attention on the teacher's personality, his value orientations, semantic formations, individual style of activity, etc. Humanistic psychology (A. Maslow, sh. Bueller, K. Rogers). Accordingly, the main task of education is to help people understand themselves, understand their problems and mobilize their internal forces and capabilities for their solutions and self-development. The subjective approach is characterized by the understanding of the subject as the center of the organization of being and subjectivity, which is manifested in the ability and need of a person to constantly improve, achieve the highest optimal level of their development, self-realization, through activity (V. A. Petrovsky).

The study of personal and professional development of the teacher, within the framework of the personal and activity approach, allows us to analyze the activity in terms of its structure and success, to identify the personal qualities of the teacher that ensure the effectiveness of the process of personal and professional development.

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Bakhtiyor Khushboqov Termez branch of Tashkent State Technical University named after Islam Karimov, dean of the Faculty of energy and transport systems, candidate of technical sciences

### **DISTANCE LEARNING: ADVANTAGES AND DISADVANTAGES**

B. Khushboqov

**Abstract:** It's no secret who is, the covid-19 virus, which began in the province of Wuhan, the Republic of China, spread all over the world and took the sound of a pandemic. In order to maintain public health through its prevention during the epidemic, institutions of Higher Education, schools and preschool education were closed to quarantine.

**Keywords:** distance learning, virus, covid, education, students.

In order to ensure the continuity of education of students, the platform for distance learning (MT) was launched at Termez branch of Tashkent State Technical University named after Islam Karimov. It is natural to ask questions about what MT is and on the basis of which normative acts were established.

Automation of management of higher educational institution, introduction of information and communication technologies (ICT) in the educational process is one of the main directions of the "program of