

Professionalism of the Teacher as a Pedagogical Credo in the Age of Innovation

Salaeva Muborak Saburovna

Candidate of Philological Sciences, Associate Professor of Department of Pedagogy of Primary Education Tashkent State Pedagogical University at Nizami;

Koshnazarova Malohat Alimovna

lecturer of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers;

Abdukodirov Gayrat

Senior Lecturer of the Department of Teaching Methods, Tashkent State Pedagogical University at Nizami;

Radjabova Difuza Abdumazhitovna

Lecturer of the Department of Methods of Technological Education of the Faculty of Vocational Education of the Tashkent State Pedagogical University at Nizami.

Abstract. This research paper provides the creative ideal of the teacher in the social order of society and the pedagogical credo in the age of innovation. The teacher's ideal is concretized in the system of tasks that he has to solve every day. This is what gives the work of the teacher a unique and creative character.

Keywords: Age of innovation, teacher, pedagogical credo, professionalism, professional orientation.

Introduction.

Each person in his life has been many times both in the role of a student and in the role of a teacher. Therefore, the teaching profession is one of the most important in the world. The teacher is the person who guides the child. But now educators are called people who have the appropriate training and are professionally engaged in pedagogical activities, i.e., issues of upbringing, education and training. It is worth paying attention to the word "professionalism".

Teachers are engaged in pedagogical activity professionally. Professionalism is understood as a special property of people to systematically, efficiently and reliably perform complex activities in a wide variety of conditions.

Methods of research.

The concept of "professionalism" reflects such a degree of mastery by a person of the psychological structure of professional activity, which corresponds to the standards and objective requirements existing in society.

At the level of everyday consciousness, people understand that receiving a diploma from a university graduate is not yet a sign of his professionalism. Thus, the presence of a diploma, a certificate confirming the level of his qualifications is a necessary (but not sufficient) condition for the subsequent development of professionalism. A person can acquire this property as a result of special training and long work experience. But he may not acquire it, but only "be listed" as a professional.

Speaking about the fundamental nature of pedagogical education, we mean not only the subject area, but also the psychological and pedagogical area, since they are inseparable in teacher training. The professionalism of a teacher includes, in addition to versatile knowledge, skills and abilities, such important components as experience and professionally significant personal qualities of a creative plan. In our domestic tradition, education is understood as a dual process of education and upbringing. Forming the readiness of graduates to carry out the tasks of education is one of the primary problems. We know how difficult the moral and ethical atmosphere in society is now. In the conditions of crises and cataclysms that our fatherland experienced more than once, it was the teacher who always became the main stronghold and custodian of the best spiritual values. And today the school is one of the few social institutions in which all citizens of our country receive life lessons.

The beginning of schooling becomes the start of a new development in the development of the child, on which new mutual forms of cooperation with adults and peers arise. The relationship of a student with other people is understood as one of the most important factors in his personal development, the unification of their efforts in order to achieve a common result. The special role of this interaction belongs to the teacher. The teacher contributes to the rapprochement of children, creating an atmosphere for common work, cooperation, mutual understanding. The success and self-realization of the student in the future largely depends on what kind of teacher. The most important component of professionalism is competence (the ability to actual performance of activities).

There are four types of professional competence:

1. Special or activity characterizes the possession of activities at a high professional level and includes not only the availability of special knowledge, but also the ability to apply them in practice.
2. Social characterizes the possession of ways of joint professional activity and cooperation.
3. Personal characterizes the possession of ways of self-expression and self-development. Ability to plan your professional activities, make decisions independently, see the problem.
4. Individual characterizes the possession of self-regulation techniques, readiness for professional growth, the presence of sustainable professional motivation.

In dynamics, four stages of development of professionalism can be distinguished:

Pre-professionalism, when a person is already working, but does not have the full range of qualities of a true professional, and the effectiveness of his work is not high enough.

Actually professionalism, when a person becomes a professional, demonstrates consistently high results; this stage includes a set of sequentially changing phases. Superprofessionalism or skill - approaching the pinnacle of professional achievement.

“Post-professionalism”, when a person can remain a professional in the past, or may turn out to be an adviser, mentor for other specialists.

Given the active role of a person in the process of professionalization, three criteria can be distinguished:

1. Professional productivity characterizes the level of professionalism of a person and the degree of compliance with his social and professional requirements. This criterion characterizes such objective performance indicators as the quantity and quality of products, productivity, and reliability of professional activity.
2. Professional identity characterizes the significance of a profession and professional activity for a person as a means of satisfying his needs and developing his individual resource. It is assessed on the basis of subjective indicators, including satisfaction with work, profession, career, self.
3. Professional maturity indicates a person's ability to correlate their professional capabilities and needs

We single out the following components of a teacher's professional competence:

The motivational-volitional component includes: motives, goals, needs, values, stimulates the creative manifestation of the individual in the profession; implies an interest in professional activities.

Functional is manifested in the form of knowledge about the methods of pedagogical activity necessary for the teacher to design and implement a particular pedagogical technology.

The communicative component of competence includes the ability to clearly and clearly express thoughts, convince, argue, build evidence, make judgments, convey rational and emotional information, establish interpersonal connections, coordinate one's actions with the actions of colleagues, choose the optimal style communication in various business situations, organize and maintain a dialogue.

The reflexive component is manifested in the ability to consciously control the results of one's activity and the level of one's own development, personal achievements; the formation of such qualities and properties as creativity, initiative, focus on cooperation, co-creation, a tendency to introspection. The reflexive component is the regulator of personal achievements, the search for personal meanings in communication with people, self-management, as well as the stimulus of self-knowledge, professional growth, improvement of skills, sense-creating activity and the formation of an individual style of work.

These characteristics of the professional competence of a teacher cannot be considered in isolation, since they are integrative and holistic.

An educational institution can attract an applicant in different ways. It may be the very process of acquiring knowledge and skills, which leads to the expansion of the horizons and life opportunities of the child. It can be a feeling of joy from being in a team from communicating with peers. This may be the excitement of communicating with a teacher, opening up something new for his spiritual world.

It is clear that the teacher is precisely the key figure that occupies the thoughts of the student during the training period and plays an important role in his life.

Daily, entering the class, the teacher or master becomes the object of attention. Teenagers' impressions of an educational institution often remain unchanged for the rest of their lives. Having already turned into parents, they tell their child about a mathematician, a historian and a physical education teacher with the same feelings that were formed back then, in their youth.

The relationship between teacher and student is usually uneven. By the right of the "strong" teacher can always express to the student everything that he thinks about him. But the student almost never succeeds in publicly declaring his "assessment" of the teacher.

The teacher educates first of all with his subject. Therefore, in taking care of updating the content of education, we must not forget the great educational role of such school subjects as the Russian language, literature, history, fine arts, and music. They play the most important role in shaping the system of life values, the central place in which is occupied by patriotism and civic responsibility, spirituality and a high general culture. This is especially important today, when young people are experiencing the aggressive, corrupting influence of base mass culture. But the

one who is himself a person will be able to fulfill the high mission of the Teacher, “a prudent and warm-hearted mentor”.

Results.

The education system has changed dramatically in recent years. It has become variable, teachers work on various programs, including copyright ones; integrated courses new to the school are being introduced; there are variable textbooks; there is an active discussion about profile education (although, as we know, there are still many ambiguities even with the definition of profiles, not to mention their content). Today, the teacher is required to have research skills, the ability to design a modern educational process, the ability to use modern means of solving pedagogical problems, the ability to build the content of the lesson in accordance with the goals.

The implementation of professional functions leads to the formation of three main substructures of the teacher's personality:

professional orientation;

professional competence;

professionally - important personality traits.

Conclusion.

Consequently, pedagogy is only half science and half art. Therefore, in the first place is the presence of pedagogical abilities. Success in the upbringing of each person depends on many factors and conditions. The teacher acts as a kind of filter for all educational influences. And the teacher can perform these functions being a versatile educated person. Patience and optimism are the most important professional qualities of a teacher. Another quality is related to pedagogical communication. The effectiveness of pedagogical influence will be largely determined by the volitional properties of the teacher, his perseverance, initiative, determination, determination and independence.

References:

1. Morad, Sigal, NoaRagonis, and Miri Barak. "The validity and reliability of a tool for measuring educational innovative thinking competencies." *TeachingandTeacherEducation* 97 (2021): 103193.
2. Madin, Zhilgildinova, et al. "Stimulating the Professional and Personal Self-Development of Future Teachers in the Context of Value-Semantic Orientation." *EducationResearchInternational* 2022 (2022).

3. Christou, Theodore Michael. "21st-century learning, educational reform, and tradition: Conceptualizing professional development in a progressive age." *Teacher Learning and Professional Development* 1.1 (2016).
4. Blasé, Jo, and Joseph Blase. *Handbook of instructional leadership: How successful principals promote teaching and learning*. Corwin Press, 2003.
5. Dervin, Fred, and Zehavit Gross, eds. *Intercultural competence in education: Alternative approaches for different times*. Springer, 2016.