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IMPROVEMENT OF PROFESSIONAL DEVELOPMENT PROCESSES OF TEACHERS: ON THE BASIS OF COMPARATIVE STUDY OF FOREIGN EXPERIENCE

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Annotation: The following article studies the improvement processes of mechanisms for the development of intercultural competence of public educators in the form of a new educational paradigm. It provides a comparative analysis of the current state reforms in the system of professional development, training and retraining in developed countries and Uzbekistan, and identifies promising areas.

Key words: competence, professional development system, intercultural competence, development, mechanism, reforms, training, retraining, prospects.

Mechanisms for the development of intercultural competence of teachers in the world education system are adapted to the new strategies based on the verification of modern labor market requirements, models of professional activity harmonized with the ideas of technological development and trends in the educational process.

Implementation of a competence-based learning model in the context of the concepts of "Sustainable Development Goals (SDGs)" and "European Higher Education Area" (EHEA), adopted at the 70th anniversary session of the UN General Assembly, improvement of mechanisms for continuous development of professional skills by means of humanization of education" was defined as one of the most strategic directions. This, along with professional competencies, ensures the integration of advanced foreign systems of development of intercultural competencies of pedagogical staff into the management and educational process.

Today a great deal of scientific research is being conducted in the developed countries of the world in order to increase the competence of specialists towards their profession, to expand social activity through intellectual information systems (e-learning concept), to predict the level of multicultural competencies of leaders and teachers in terms of CIVIC international assessment program (civic, political literacy, patriotism, management).

The study of theoretical and methodological bases of intercultural and professional competencies of teachers, their improvement according to modern requirements and the development of scientifically substantiated proposals for the combination of quality and effectiveness of education, are of great importance as re-research works on the upgrading of the quality of in-service training..

Normative documents have been developed in our country on the measures of enhancement the management mechanisms

of the educational process, the application of advanced pedagogical technologies in the system of continuing education, the integration of the training system with the priorities of science and technology. The material and technical base of the education system has been created. The Action Strategy for the Further Development of the Republic of Uzbekistan prioritizes "improving the quality and efficiency of higher education institutions through the introduction of international standards for quality assessment of education and training, stimulating research and innovation, creating effective mechanisms for implementing scientific and innovative achievements." Ensuring the implementation of these tasks serves to expand the organizational and managerial, pedagogical mechanisms for the development of intercultural competence of leaders and teachers with the help of innovative approaches for the perfection of the quality of vocational education.

The research on the development of intercultural competencies of teachers around the world. is being conducted at Godward University (USA), Harper Adams University (England), and the University of Poncelet (France)

The issue of implementation of innovative approaches to the professional development training of managers and teachers in educational institutions, the study of the pedagogical conditions of the organization and management of pedagogical processes in educational institutions, the identification of socio-economic factors are discussed in the research works of Uzbek scientists such as J.Yuldashev, A.Begmatov, H.Yuldashev, R.Juraev, U.Inoyatov, H.Saidov, S.Turgunov, M. Researched by M.

Yuldashevs. The research conducted by Mirsolieva N.Ahmedova, M.Mirkasimov, M.Vahobov covers the study of the activities of leaders, devoted and well-educated teachers who are able to establish cooperation between educational institutions, families and communities.

CIS scientists: O.Atlasova, Z.Berdnikova, E.Grishina, V.L.Zvonnikov, A.N. Dakhin, P. Anisimov, G. Bordovsky, D. Gorbachevskaya, D. Kutyova, I. Pozdnyakova and others have studied the factors related to the management of pedagogical processes in educational institutions. Also, the issues of training and retraining of managers in educational institutions were studied.

Foreign Scholars such as Spencer LM, Clelland D.C, Kellner S., Hayes J.L, Holton E.F, Lynham S.A, Edward Sallis, Franklin P., H. James Harrington,, Jeffrey J. Burgard, Lawrence A. Sherr, Marble Mukhopadhyay and others examine the issues of development of professional competence of teachers.

The analysis of the literature and sources shows that the improvement of mechanisms for the development of intercultural competence of public educators has not been specifically studied in line with the new educational paradigm. Therefore, on the grounds of the analysis of the literature in the field of pedagogy, psychology, sociology, it is important to identify the stages aimed at improving the mechanisms of development of intercultural competence of teachers of public education.

The analysis of the literature has shown that there are a number of differences between various countries in terms of improving the competence of public educators in the system of professional development and the use of its opportunities:

1. Selection of time for teachers' professional development course: by substituting of teachers during working hours (Germany, Holland, Denmark), without substituting of teachers during working hours (in part of Belgium, UK, Malta, Finland and Sweden), in free time - on vacation, on targeted leave (Iceland, Spain, Luxembourg).
2. Minimum mandatory time of course preparation. For example, in Austria, teachers must devote at least 15 hours a year to continuing education, and in the Netherlands - 166 hours.
3. The availability of time for teachers to develop their professional skills. There are countries (Finland, Sweden, Germany, China, etc.) where teachers have enough opportunities and time for professional development, but in the US and Japan teachers have a large workload or additional responsibilities, so they have no enough time to work on themselves or improve their skills.
4. The timeline of professional development. The Singapore government has approved 100 hours of teachers' professional development each year. Finnish employers should also organize annual teacher training.
5. The level of professional development of teachers also varies. In Japan, for example, graduates of pedagogical higher education institutions and faculties attend lectures, seminars and other classes at prefectural training centers for a year before being admitted to school, it means that the training process begins before pedagogical activity. Liechtenstein teachers who have worked in public educational institutions for at least 10 years (including 5 consecutive years) and have not reached retirement age are recommended to undergo intensive retraining for professional development (primarily in the field of didactics and methodology of the subject they teach). The training process lasts 5-20 weeks, depending on the teaching load of the last 5 years.
6. The status of professional development of teachers. In the legislation of many countries, professional development is defined as the obligatory. In Cuba, the system of in-service training with a centralized character implies the mandatory professional development of teachers. In the Netherlands, Japan, Liechtenstein, the United States, Belgium, Germany, China and some other countries, it is mandatory for teachers to

improve their skills. However, in most developing countries and a number of developed countries (Denmark, France, Italy, Norway, Luxembourg), training is voluntary at the discretion of the employee.

7. The number of teachers participation in in-service training programs varies from country to country. The highest percentage of such educators in Europe is in Slovenia (76% more), the lowest - in Poland. The country with the highest rates in Asia in this sphere is Korea (92% of teachers per year).
8. Management of professional development education: centralized and decentralized. For example, in Sweden, the professional development of teachers is carried out without the participation of the center: in this area the state has no function, no system of control by the state (it is based on market relations, in accordance with the requirements and needs for this service). In Finland, the professional development of teachers is the responsibility of employers - school principals or municipal committees. Whereas in Japan training is controlled by the government.

In countries where training is voluntary, some of the reasons for refusing or not wanting to improve can be

highlighted. In a survey of teachers in Germany, the majority cited the following reasons: lack of course preparation due to group overcrowding (34% of women and 42% of men), inability to move away from their families due to family circumstances (33% and 14%), and prolonged leave, inability to substitute a teacher (18% and 26%), over-employment of colleagues who have to substitute a teacher (25% and 21.5%). In addition, excessive professional and personal employment, reluctance to leave their class, lack of interesting offers, reluctance to improve skills at their own expense, distance, different forms and methods of training, no special need for training, inconvenience of training periods [8,121- b].

In all the countries studied, teacher training is supported with various benefits and incentives. The government organizes business trips within the country and abroad in order to give opportunity for teachers to be introduced with the best experience and practices of others, provides teachers with methodological materials, offers creative vacations for professional development. In order to encourage creative teachers, the annual competition "The best teacher of the Year" is held in the United States, as well as in Uzbekistan, and the winners are awarded with a financial reward and a prize in the form of a crystal apple. The country of Japan also has its own tradition in this regard. The teacher's independent learning is encouraged separately. Volunteer and part-time teachers are paid a stipend of one-tenth of their monthly salary. In Liechtenstein Professional development allows a teacher to take a position in an advanced institutions in order to continue their further education. In Finland, the participation of teachers in the process of continuing education does not

affect the growth of their salaries and positions.

In a market economy demonstrating both personal initiative and willingness of teachers to pay for professional development courses on their own, sharing professional responsibilities with the state is an important feature of today's professional development in developed countries [9,21-p]. It should be noted that in many countries, teacher training is still paid by the state.

The content of teacher development programs in developed countries has a multifaceted and extended description. At the same time, there have been worked out special programs for the development of intercultural competence of teachers. It is visible that the greatest interest among educators is ICT, and the interest in traditional education has not yet lost its power. An area of interest for teachers in the Republic of Korea is the focus on the development of intercultural competencies in the content of teaching subjects and teaching methods. However, it was clear from the analysis of the literature that the content of professional development reflects the needs of education in the field. In this way, the state focuses on solving specific national problems in the field of education (in Luxembourg, USA or Germany - teaching foreigners; in Germany, USA, UK and Australia - teaching talented students; in Switzerland, Poland and UK - integration of children with disabilities; - regulation of discipline, etc.) [p. 98,12].

Besides, here could be stated a number of problems concerning the process of organizing professional development training of teachers [129]:

- professional potential of methodologists or dependence of teachers on other specialists in this field;
- conscious attitude and interest of teachers in professional development;
- the low level of continuous education;
- inequality in access to in-service training for all teachers (in terms of country, rural and urban areas, cost of in-service training, etc.).

One of the ways to solve such problems is to improve the skills of teachers at distance learning. In distance learning, the professional potential of methodists loses the status of a decisive factor in their professional development due to the independence of teachers and the strengthening of their cognitive activity. In the case of using e-learning, which quickly and easily satisfies the information and methodological thirst that arises periodically in the process of work, the problem of motivation could be solved to some extent, yet not eliminated. The solution to the third and fourth problems could be fined via a differentiated approach to teaching.

In general, the problem of professional development of teachers is relevant for most countries. In this problem, the professional requirements and needs of the teacher are embodied on the one hand, and the requirements of the development of society on the others. In developed countries, the state provides an opportunity for teachers to update their knowledge and skills, which is in the interests of teachers, students, schools and the state. In these countries, the responsibility for professional development is shared between the teachers and the state.

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev in his address to the members of the Senate of the Oliy Majlis, also commented on the results of the study of the current state of the education system in the country, noting the following:

- the scientific and pedagogical potential of educational institutions is still low;
- the educational and methodological and information support of the educational process does not meet modern requirements;
- the material and technical base needs to be systematically updated.
- in the system of higher education, the work on improving the skills of teachers and researchers through the widespread implementation of advanced international experience into the educational process, the establishment of close cooperation with leading foreign research and educational institutions is not carried out at the required level ... [8,129].

Sh.M. Mirziyoyev stated that each educational institution should establish close cooperation with leading research and educational institutions abroad, widely introduce the latest pedagogical technologies, educational programs and teaching materials based on international educational standards, to attract foreign students into scientific and pedagogical activities, to involve highly qualified teachers and scientists from abroad ; formation of target criteria for training, optimization of specialties and spheres in higher education institutions, taking into account the needs and requirements of the programs implemented by regions and industries, the prospects for integrated

development of sectors and regions of the economy; continuous improvement of professional qualifications and skills of teachers, the organization of internships for teachers and researchers.

The President's speech focused on strengthening the scientific potential of educational institutions, further development of scientific research in the education system, strengthening their integration with academic science, increasing the effectiveness of scientific activities of faculty and other issues. Therefore, along with further strengthening the material and technical base of educational institutions through the construction, overhaul and reconstruction of their educational and scientific-laboratory buildings, sports facilities and socio-engineering infrastructure, the provision of the base of educational and scientific laboratories with modern equipment in the significant areas of modern science the priority will be given to the development of intercultural competencies of teachers.

Targeted development programs for each educational institution have been affirmed, including the following specific parameters and indicators.

The following have been stepped forward: purposeful focus on the development of intercultural competence of teachers; direct organization of education; their incentives.

Ways of development of intercultural competence of pedagogical staff, organizational and managerial motivation, effective activity, formation and stabilization of socio-psychological environment, diagnostic and prognostic methods were used to achieve certain goals (Figure 1).

A special system algorithm has been implemented to monitor the development of the intercultural competence of teachers in order to determine the need to adjust the process of their work. It was found out that the planning, organization, control of pedagogical processes in the system of public education at a certain time is a useful feature of the results of the development of the intercultural competence of teachers and the relationship between it and related activities.

Methods, techniques and activities, tools, pedagogical processes for the development of intercultural competence of teachers have shown their effectiveness. The regulations, which provide a detailed

description of the sequence of implementation of these processes and the organization of effective creative activity have led to an increase in the intercultural competence of teachers. This is due, on the one hand, to the ambiguity of the concept of quality, which is difficult to adequately describe in its various aspects and relevance, from the other hand, it is characterized by the fact that the main social groups (teachers, employees of the education system) who are directly involved in the educational process or evaluation and the use of its results have diverse ideas about intercultural competence and therefore put forward different demands on it.

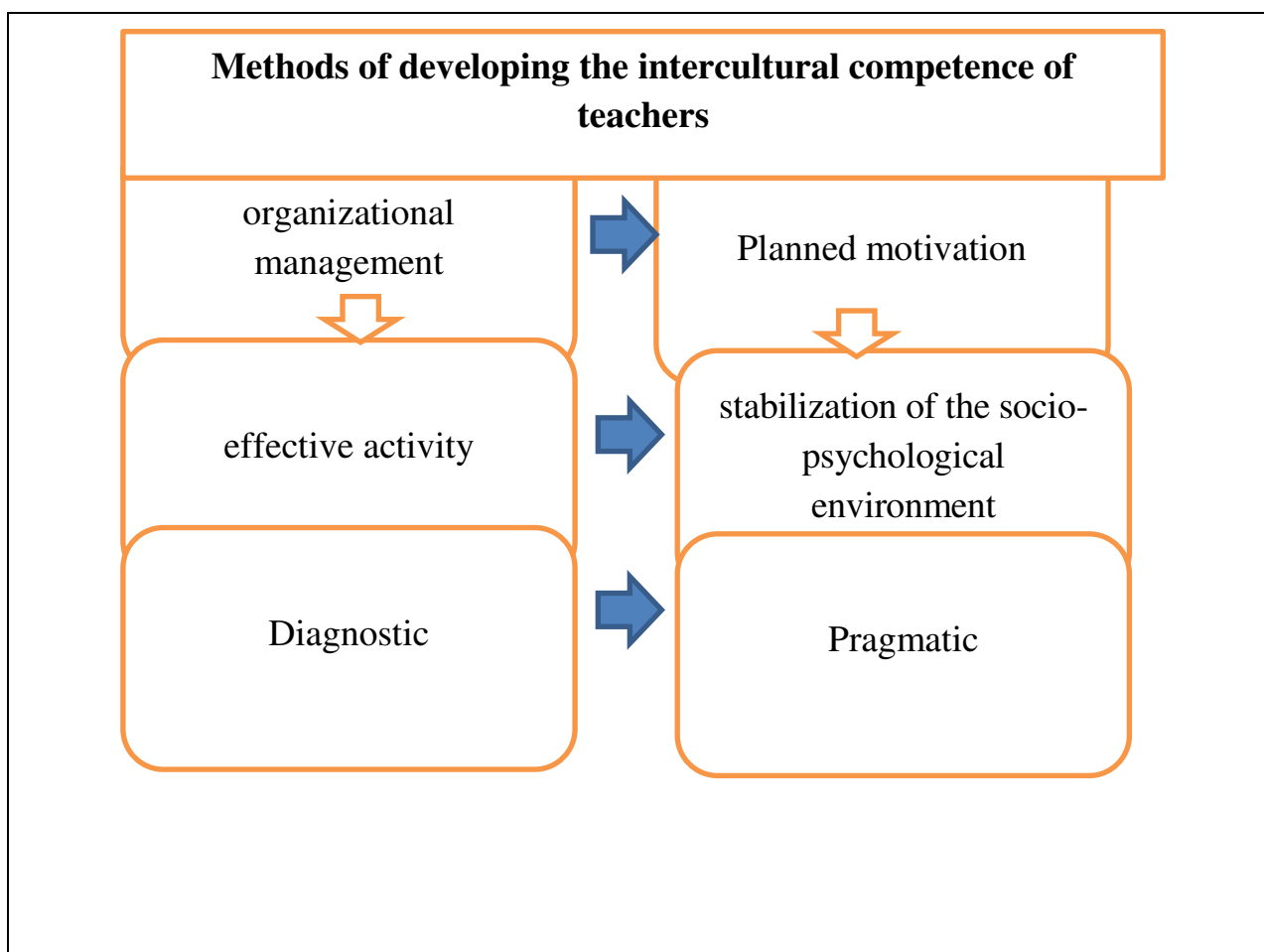


Figure 1. Methods of developing the intercultural competence of teachers

Today, in the world education system international assessment organizations are developing as an independent direction of education quality assessment. In this regard, any teacher working in the public education system with an intercultural competence is required to muster and be aware of these methods. It is known that in 2021, students of public secondary schools of the Republic of Uzbekistan will be certified in accordance with international education quality assessment programs. Consequently, there is a need to acquaint school teachers with intercultural competence in the process of professional development and teach them the mechanism of working with these methods. In particular, the TIMSS (TIMSS - Trends in Mathematics and Science Study) program was established by the International Association for the Evaluation of Student Achievement (IEA). The study aims to identify the characteristics and differences of education systems in different countries around the world by comparing the academic achievements of 4th grade students in public education and 8th grade students in public secondary education in mathematics and science. The following research analyzes not only students' knowledge and skills, but also their attitudes, interests and inclinations to study. The research is organized in accordance with the specific technology, which allows to observe and analyze the development trends of knowledge of mathematics and natural sciences of the 4th and 8th grade students of the countries participating in the assessment once every 4 years. This study assists to monitor the factors in the process of transition from primary school to general secondary education and changes in the

achievement of pupils. The study examines the factors that affect the quality of education, the specifics of the educational process, the characteristics of the educational institution, the factors that affect pupils their families and teachers, and their impact on the quality of education. In addition to monitoring, questionnaires will be obtained from pupils, teachers, school administrators, and parents in order to identify factors that affect the quality of education.

A number of the world's leading research centers and organizations working in this field are involved in the development of research technologies and tools. These include the Educational Testing Service (ETS), the Statistics Center of Canada, the Secretariat of the International Association for the Evaluation of Academic Achievement (IEA, the Netherlands), and the Center for Processing the Results of the International Association for the Assessment of Academic Achievement (DPC IEA), Data Processing Center (IEA, Germany) and other interested organizations. Several advisory committees have been set up to coordinate the work of experts from different countries, and the research process is coordinated by the International Coordination Center at Boston College (ISC - International Study Center, Boston College, USA). In order to carry out this study, a special conceptual document "TIMSS Assessment Frameworks and Specifications" has been developed and agreed with all participating countries. This document sets out in detail: the approach to assessment, assessment technology and methodology, the content of the studied education, the types of activities of the

assessed students, the examined factors, questionnaires for participants in the educational process and community activities.

Concluding the analysis of internships in foreign countries, we highlight the features of this experience that are important for our education system: to intensify the work of all school teachers on the professional development in accordance with their interests and implement necessary programs in order to develop the educational institution; active cooperation of schools with higher education and training institutions, support of teachers by specialists of higher education institutions, authorities, members of the public; diversity of professional development courses; organizational support of teachers in professional development; introduction of distance learning as an alternative and promising form of training.

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