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## DIRECTIONS FOR IMPROVING SELF-PROFESSIONAL DEVELOPMENT COMPETENCE OF SCHOOL TEACHERS

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**ABSTRACT:** In this article, the modern trends and directions of improving the competence of self-professional development of school teachers are widely covered.

**KEYWORDS:** Integrative approach, self-professional development, modern trend, direction, optimization.

### INTRODUCTION

In the process of continuous professional development, the factor of self-professional development of school teachers is manifested in the optimization and acceleration of the educational process, the scientific organization of teachers' educational activities, and the organization of their joint scientific activities. . In modern conditions, improving the mechanism of developing the professional potential of pedagogues in the school education system, developing the infrastructure for its implementation has become a demand of the times.

### THE MAIN RESULTS AND FINDINGS

In our country, in Article 4 of the Law "On Education", "learning throughout a person's whole life" is defined as the main principles in the field of education. In the era of the information society and the knowledge-based economy, in the future, students will be trained according to world standards. It creates an opportunity for professional development of innovative teachers who are able to absorb new information and apply it in pedagogical activity in order to become a teacher [1]. Article 15 of the law stipulates "Retraining of personnel and improvement of their qualifications", according to which, retraining of personnel includes additional professional knowledge, qualifications for carrying out activities in the directions corresponding to basic specialties and professions. and ensures the acquisition of the required amount of skills; training of personnel ensures deepening and updating of professional knowledge, qualifications and skills, serves to increase the category, level, rank and position of personnel; Forms and terms of personnel retraining and upgrading their qualifications are determined by the relevant state educational requirements [1].

Education and training of adults (Article 19) Education and training of adults is a central component of lifelong learning, and education and training in community life and includes all

forms aimed at ensuring the participation of adults in labor activities, as well as covers the entire set of formal, informal and informal training processes [1].

Formal education is institutionalized (embodying specific rules and norms), targeted and planned education with the participation of state educational institutions and accredited non-governmental educational organizations recognized by the state.

Non-formal education is institutionalized (embodying specific rules and norms), purpose-oriented and planned by a person or organization that provides educational services, and places an individual in formal education in lifelong learning. is an addition and (or) its alternative.

Informal education is goal-oriented, but not institutionalized (does not embody specific rules and norms), is less organized and structured than formal or informal education, and includes learning activities in the family, workplace, place of residence and everyday life. can contain z.

Summarizing the above, we can distinguish the following directions of professional development of school teachers at the current stage:

Direction 1: formation of general and special knowledge and skills aimed at successfully organizing the teaching process in pedagogical activity.

Content of the activity: use of interactive forms of teaching students, various forms of teaching, simulators based on the principle of augmented reality, virtual games for the formation of certain competencies; directing all the student's efforts and educational trajectory to independent education; providing all lessons online, through virtual classrooms; integrative and multifaceted content of educational courses, cycles; organization of the teaching process on the basis of an individual curriculum adapted to the opportunities and abilities of each student; development of individual programs of personal and professional development of gifted students; in the assessment of students' knowledge, the student's personal qualities and skills, i.e. critical thinking, the ability to give lectures in front of the team, the ability to work in a team, leadership, the level of literacy, reading, levels of physical activity, non-standard conditions, are in the first place taking into account such qualities as the ability to leave, creativity in solving unexpected problems.

Direction 2: formation of pedagogical activity organization skills.

Content of activity: perfect mastery of one or several foreign languages; high knowledge of information communication technologies; competent in the areas of neuronetwork, neuropedagogy, neuropsychology; ability to work with large amounts of digital information (big data); critical thinking, acquisition of competences of working with real sources of information at a high level; professional in designing and planning the educational trajectory; ability to mentor in working with a large amount of knowledge, information packages; educational patterns (educational patterns are the active use of automated schemes or models of human activities in everyday life at the level of instinct. Certain actions are performed repeatedly with a certain frequency, the information unit that occurs from these actions is called a pattern) mathematician and being able to analyze psychological aspects; solving the issue of career guidance in a unique way; to create an opportunity for a student who has acquired a certain amount of skills to compare the model of the profession.

**Direction 3:** formation of methodological activities, skillful learning of its methods (methods of implementation of this activity are related to the formation and solution of methodological problems).

Content of the activity: creation of practical experience for the teacher: use of practically oriented forms of teaching (seminars, round talks, master-classes, trainings based on secondary educational institutions).

**Direction 4:** improvement of professional and methodical training of teachers and reform of the process of self-professional development.

Activity content: use of various forms of self-development: formal, informal, informal; to develop the skills of using foreign experiences in one's work: to study the positive experience of training school teachers of foreign countries and create the perspective of its creative application; to study the experiences of improving the professional and methodical training and professional development of teachers in foreign countries and the possibilities of their application in activities. Professional development of teachers is based on activation and support of personal development needs. According to experts, it is permissible to cite the following as factors influencing the formation of a new perspective on the professional development of teachers [4]:

- development of the concept and practice of continuous education;
- the new role of the teacher in acquiring and imparting knowledge in the conditions of the information society;
- new ideas about knowledge.

As a result of the analysis of the scientific research conducted on this problem and our observations, it was determined that the effectiveness of the teacher's professional development process is based on the following factors:

- society's social demand for teachers;
- the level of teaching in general secondary educational institutions;
- development of methodological sciences in the field of independent and continuous professional development, etc.

In the process of independent and continuous self-professional development organized in educational institutions, as well as in the process of improving the methodical training of teachers, achieving the formation and development of personal qualities of professional importance in the heads of educational institutions and professors. In this process, paying special attention to the following will ensure that the desired result is achieved:

1. Analysis and evaluation of the activity of educational institutions taking into account the new social requirements. In doing so, the teacher identifies conflicts between goals and means, goals and results, misunderstandings and directions of self-development and realizes its necessity.
2. A change in the desire to understand concepts and innovation in the field of professional activity. In this, the teachers' knowledge, skills and qualifications are updated, their spiritual and cultural potential is developed, and information is exchanged, their concepts in the direction of professional activity change, and personal changes occur.

## CONCLUSION

The conclusion is that the positive attitude of the teacher to the innovative process and the desire for professional development is a factor that determines the effectiveness of professional activity and affects the quality of education and the development of the student's personality.

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