

# Formation of Teacher Professionalism as an Integrative Psychological Event in the Context of Globalization of Education

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## ABSTRACT

The article examines the formation of pedagogical professionalism as an integrative psychological phenomenon in the context of the globalization of education.

**KEYWORDS:** *teacher, professional, personal growth, professional development, professionalism of activity, professionalism of the individual, professional imagination, professional aptitude, pedagogical activity, self-esteem, education, pedagogical assignment.*

## INTRODUCTION

Improving pedagogical professionalism plays a scientific role in increasing the effectiveness of the modern educational process. In modern conditions of globalization of education, the personal and professional development of a teacher at the professional level is determined by his professional identity and pedagogical significance. That is, it allows him to analyze his activities, have a positive approach to business, conceptually understand his professional skills and purposefully improve. The rise of personal and professional development to a professional level is a result that contributes to the accumulation of universal professional experience in a particular social and professional activity and determines the social significance of work. For this reason, the teaching profession is a complex system of socio-cultural life, which includes both an object and a subject, subject, purpose, meaning, norms, methods and techniques, means and results of pedagogical activity.

## Research methods:

historical, retrospective and theoretical and methodological analysis, generalization and interpretation of the data obtained, observation, interviews, questionnaires, content analysis, qualimetry and expert assessment.

## Content of the research:

It is known that pedagogical activity, like other professions, changes in the course of historical development. In the current conditions of modernization of education, some teachers take new socio-cultural forms, others do not undergo significant changes, while others may suffer from existing changes in society or leave their profession and change their profession, not at all withstanding it. However, as a result of the teacher's constant work on himself, striving for independent personal and professional development, over time, he achieves the achievement of great social significance - professionalism.

Today there are various pedagogical-psychological, philosophical-sociological approaches to the study of the

concept of "professionalism", but the formation of pedagogical professionalism as an integrative psychological phenomenon has not been studied.

In all the studies studied, the concept of "professionalism" is often characterized by the effectiveness or high level of human productivity. In particular, K.K. Platonov studied the high level of individual productivity, medium and low levels of productivity. He calls high productivity "professionalism." That is, high productivity, ensuring the development of the personality and the preservation of his health as a specialist, is characterized by a pronounced expression of such positive socially significant qualities as productivity, tension, courage and determination, accuracy of assumptions and assumptions, reliability, etc., organization, stability and experience.

According to the theory of the psychologist A. A. Derkach, **professionalism of activity** is a description of the quality indicators of the subject of labor, which is based on deep professional skills and competencies of a person, various knowledge and skills that ensure productivity, including creative solutions, high and sustainable efficiency, reflecting the possession of modern methods of solving professional problems and modern algorithms that encourage demonstration.

**Personal professionalism** is a description of the qualitative indicators of the subject of labor, which manifests itself in personal, professional and professionally important qualities aimed at the gradual development of a specialist, high development of acmeological invariants of professionalism, deep creativity, movement and aspirations, motivation and values.

Thus, personality and professionalism of activity are two sides of the same phenomenon, which are in dialectical unity. That is, it is a purposeful separation of the content of various acmeological technologies used in the process of solving practical problems related to the development of professionalism. However, some manifestations of this dialectical unity may dominate at different stages of the d

The peculiarity of pedagogical activity in modern conditions of socio-cultural changes is that the teacher is not only a mechanism for setting tasks for students in the educational process, but also a co-author who actively creates this content with them. The main task is to direct the content of education towards the individual, to turn it into a personal value for the student, that is, to create an atmosphere that will act as "ours". This, in turn, requires the teacher to actively enter the system of values and develop creative

thinking, form the image of "I" as a subject of active activity, focus on self-expression and self-expression. Total.

Pedagogical professionalism:

- first of all, the ability to measure the results of one's work and justify the process that affects the achievement of quality indicators in activities;
- secondly, it is defined by the metrics of creativity at different levels that ensure its success in the work process.

At the same time, it is important to clearly show the teacher's ability to check the quality of practical activity, mainly as a leading sign of professionalism. Of course, the problem of forming a professional teacher is explained by the fact that it begins with the ability to analyze the results of one's activity. The teacher first rises from analyzing the effectiveness of problem solving to understanding and analyzing tactical tasks, and then from understanding and predicting strategic pedagogical tasks. Thus, the teacher constantly restores his activity and corrects the form of its results.

All units of measurement that determine the level of pedagogical professionalism are in harmony with the following qualities of a teacher-coach: inspiration, dear friend, intellectual, coach, speaker, organizer, teacher, psychologist, sociologist, technologist, etc.

The following criteria of pedagogical professionalism are distinguished:

- subjective (individual spiritual institutions associated with the level of education of a person);
- objective coverage of important professional qualities (tolerance, kindness, sensitivity, composure, gentleness, compassion, kindness).

Pedagogical professionalism is defined as an integrated vocational education, whose professional growth and skills determine all areas of pedagogical activity.

The content of pedagogical professionalism is a generalization of scientific knowledge, skills, abilities, directions, spiritual and moral qualities of a person, the main motives and high results of pedagogical activity, as well as the fulfillment of subjective and social roles.

Thus, pedagogical professionalism as a subject of pedagogical activity is a characteristic that reflects the quality of the teacher's personality, high professional competence and readiness to effectively solve pedagogical problems. Also, the teacher consists of *practical structures*.

*The motivational and value structure* determines the focus of pedagogical professionalism on the chosen professional and pedagogical activity, reflecting the spiritual and moral content. This structure includes a set of ideas about the professional and creative activity of a teacher, the definition and achievement of an independent goal, his professionalism (professional "I-concept") and the need for creativity.

*The cognitive structure* is mainly formed in the process of vocational education and is an independent acquisition of knowledge by a teacher and, to a certain extent, the development of his knowledge.

*The practical structure* of the activity includes a set of effective professional skills, ways to achieve high results of pedagogical activity and the presence of perfect algorithms.

**The Professional Component Model** consists of the following components:

- a set of human qualities, i.e. personal orientation, attitude to the environment, originality of creative aspects, intellectual and individual operator qualities (dexterity, business acumen, willingness to act, efficiency), sensitivity, striving for professional results, imagine your place in a team of colleagues;
- practical actions at a professional level (motor skills, i.e., active movement of an organ, skill, skill, qualifications);
- to understand their activities at a professional level based on their inner feelings (to receive, create and process information about the profession, professional understanding, professional knowledge, skills and abilities);
- awareness, professionalism, professional knowledge, experience and culture at a professional level (professional orientation in the field of scientific and theoretical knowledge, professional knowledge in the field of science);
- human psychodynamics, i.e. the state of cognitive self-awareness in extreme conditions of life (the intensity of experiences, the speed of their transition from one state to another, workload and difficulties in this professional sphere);
- in the process of performing professional tasks, depending on the requirements of the job, such as understanding your age and gender.

**The results obtained:** Personality structure at the professional level: personality motivation (orientation and its types); personality traits (abilities, character and its qualities, psychological process and mental states); holistic description of the personality (self-awareness, individual style, creativity as creative potential).

It should be noted that in professional self-awareness as an integrative description of a personality:

1. a person's understanding of professional norms, rules and an expert model as a standard for understanding the available qualities, that is, based on the scientific and theoretical foundations of the profession and the concept of personal activity;
2. understanding of these qualities by other people, i.e. comparing oneself with some professionally qualified specialists;
3. professional self-knowledge, assessment and fixation of the expectations of other people;
4. a person's self-assessment of his individual characteristics in terms of educational, pedagogical and spiritual characteristics;
5. self-determination by a person of positive qualities, positive creation of the "I-concept" in the future and positive self-esteem.

There is an increase in the effectiveness of pedagogical professional activity as a process of personal development. Personal development contributes to a change in professional activity and a deepening of ideas about it. The change in professional activity, its organization at a new qualitative level will lead to the professional growth of the teacher in the future.

### Conclusion

Thus, pedagogical professionalism presupposes an integrative psychological phenomenon that characterizes its essence. By participating in the educational and professional process, and then in the professional activity of a teacher, primarily as a future specialist, he not only creates exactly the same ideas about his profession and personal capabilities, but also actively develops them. He also develops as a person, forming an attitude towards himself as a subject of professional activity and as an active participant in it.

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