

THE ROLE OF THE TEACHING PROFESSION IN THE DEVELOPMENT OF SOCIETY

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ANNOTATION

This article provides information about the role of the teaching profession in the development of society. In particular, information is presented on teaching activities, best teaching practices, pedagogical ethics, teacher responsibility, and pedagogical skills.

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INTRODUCTION

It is known that the implementation of the tasks set by the government of our republic in the field of public education largely depends on teachers. In the context of the transition to a new economic policy, the teacher has the responsibility to achieve educational goals, organize a variety of activities for students, and make them educated, polite, loyal, hardworking, comprehensively developed people.

Goal 49 of the Decree of the President of the Republic of Uzbekistan DP No. 60 "On the development strategy of New Uzbekistan for 2022-2026": to increase the number of non-governmental organizations of higher education to at least 50 by 2026. It contains:

In 2022, through the creation of at least 1 non-governmental organization of higher education in Navoi, Samarkand, Surkhandarya, Kashkadarya regions and the city of Tashkent, their total number will be increased to 34.

Creation of branches of 5 prestigious domestic and foreign universities in the Republic of Karakalpakstan and Nurafshon State University in the Tashkent region for 5 thousand students.

Creation of 4 private universities in Andijan region. As a result, the coverage of the region's youth in higher education will increase from 23% to 50%.

In particular, in the next 5 years, 7 universities will be created, and the total number of higher education institutions will be increased to 10.

Construction of a "Youth Town" for 20,000 students in the city of Samarkand and placement of branches

and campuses of at least 4 foreign universities in it. Creation of Samarkand Technological University together with the leading technical university of foreign countries.

Creation of an international mathematical center and foundation named after Muhammad Al-Khorezmi at Urgench State University, the Urgench branch of the State Academy of Choreography of Uzbekistan and the Urgench primary dance boarding school under it.

By 2026, increase their number to 50 by creating at least 1 non-governmental organization of higher education in the territories of the republic¹.

Every year the number of creative, dedicated and caring teachers increases, who, with their dedicated work, make a great contribution to the education and upbringing of the younger generation, and improving the quality of education. Especially during the period of reforms, such teacher-trainers are known throughout the country. School inspections, regional, regional and national competitions held annually to determine the best teacher are the main factor in selecting the winners of these achievements. Today, in schools, the number of teachers who have received such titles as “Teacher-Methodologist”, “Senior Teacher”, “Honored Teacher of Uzbekistan” is increasing. In addition, the attention paid to the work of the teacher is considered to be the awarding of prizes or categories (highest, first, second), determined by the school director, which shows the result of the work of teacher-trainers.

The future of our people and the prospects of independent Uzbekistan largely depend on teacher-trainers, their level, training, dedication, and their attitude towards teaching and educating the younger generation.

“According to Appendix 1 of the Decree of the President of the Republic of Uzbekistan No. DP-158 dated September 11, 2023 “Uzbekistan - Strategy 2030” in paragraph I of the performance indicators for achieving goals by 2030: “Reforms of the education system” in “Creating suitable conditions for each person to realize their potential » according to section 1.1. “Improving the status of teachers, bringing their knowledge and qualifications in line with international standards” was defined:

- 1). Sending 1000 educators and teachers to foreign countries for training and internships.
- 2). Double the average salary of teachers in preschool educational organizations and secondary educational institutions.
- 3). Continuous training of 500,000 employees of preschool educational organizations and secondary educational institutions.
- 4). Introduction of a training system in areas of teacher education for applicants in in-demand industries and remote areas on the basis of a full state grant².

In recent years, a lot of work aimed at improving teacher training has been carried out in pedagogical institutes, universities, and educational pedagogical institutes. Attention is paid to strengthening the professional training of future teachers, in-depth training in specialized subjects and the acquisition of pedagogical skills, teaching them to apply theoretical knowledge in practice.

In addition, the scope of training future teachers in the field of pedagogy, psychology, and methodology has expanded. Pedagogical higher education institutions have introduced five-year training plans for a number of specialties.

The role of general education and secondary specialized educational institutions in the system of lifelong education is called “Higher Education” in Article 11 of the Law “On Education” in the new edition, in which:

Higher education provides training of highly qualified personnel in the areas of bachelor's and master's degrees.

The training of highly educated personnel is carried out in higher education organizations (universities,

¹ Decree of the President of the Republic of Uzbekistan DP No. 60 “On the development strategy of New Uzbekistan for 2022-2026.” January 28, 2022

² Decree of the President of the Republic of Uzbekistan dated September 11, 2023 No. DP-158 “On “Uzbekistan - Strategy 2030”

academies, institutes, higher education institutions). General secondary (eleven years of education), specialized secondary (nine years of basic secondary and two years of secondary specialized education), primary vocational education (complete persons who have received nine years of basic secondary and two years of primary vocational education), as well as secondary specialized and vocational education (nine-year general secondary and three-year persons who have received secondary specialized, vocational education) have the right to receive higher education³.

The ideas of continuous teacher education are being implemented. In this regard, work on improving the qualifications of teachers and their retraining will be the focus of attention of the state and the public. This activity is carried out at special faculties of universities and pedagogical institutes, and at institutes for advanced training. Attention is drawn to the fact that teacher-trainers are philosophically broad and reflective. Today it is emphasized that universal human values prevail over the one-sidedness of class and educational views and interests of individuals and groups.

The government of Uzbekistan has reduced the amount of weekly educational work of school teachers and increased their salaries. For checking students' notebooks, their salaries were increased. Also today, an additional fee has been introduced for those who have the title of teacher-trainer and teachers with a scientific degree. Scholarships for students studying in pedagogical educational institutions have been increased, and they are paid additional expenses for food and accommodation in private houses.

We know that teaching is an honorable but very difficult profession. To become a qualified teacher, it is no longer enough to master pedagogical theory. Because pedagogical theory describes general rules and general methodological ideas for teaching and educating students. The need to take into account the age and individual characteristics of students is emphasized. School life and the practical pedagogical process are very diverse and complex. We know that in practice there are various situations that do not correspond to pedagogical theory. This requires the teacher to have extensive knowledge, thorough practical training, high pedagogical skill and creative approach, as well as work with parents and the public. Therefore, teachers working in general education and secondary special schools in the independent state of Uzbekistan are required to have the following. For example:

- be capable of teaching, creative, business;
- have a perfect command of national, cultural and universal values, worldly knowledge, knowledge of religious sciences, and be spiritually perfect;
- be a faithful citizen who believes in the development of Uzbekistan as an independent state, correctly understanding the duty of patriotism;
- have perfect command of special knowledge, psychological, pedagogical knowledge and skills, as well as theoretical sciences;
- love the profession of a teacher and students, sincerely believe that each student will grow up to be a good person, help them develop as individuals and mature as individuals;
- it is necessary to be able to think freely and creatively, be demanding, fair, polite.

The teacher meets with students almost every day, answers questions, praises their good work, evaluates their knowledge, and reprimands them for bad behavior. Of course, there are signs of relativity and subjectivity in the teacher's opinions and judgments. He may not be able to treat everyone equally. However, everyone must make sure that they are a fair teacher, impartial and trying to do good to all students. There should not be an impression that there are students in the class who like or dislike the teacher. So, reputation is one of the necessary qualities of teaching. The reputation of a teacher is formed and enhanced as a result of deep knowledge, high moral character, life experience, active participation in scientific research and social activities.

Pedagogical activity is creative in nature. It is known that creativity is necessary only when a person is faced with a problem. Pedagogical activity is determined by the basic essence of pedagogical creativity by such characteristics as the purpose and nature of pedagogical activity. Pedagogical activity is

³ Law of the Republic of Uzbekistan "On Education". LRU-637 No. 09/23/2020.

understood as a process of solving countless pedagogical problems, subordinated to the common goal of shaping the personality of the teacher, his worldview, beliefs, consciousness and behavior. Creativity in the activities of a teacher is expressed in the ways of solving these problems, in the ability to find ways to solve them. The acquisition of a source of pedagogical creativity is carried out as a result of teaching experience.

Pedagogical experience is rich in problematic situations. Advanced pedagogical experience can be understood as a teacher's creative approach to his pedagogical task, the search for new, effective ways and means of teaching students. Advanced pedagogical experience is understood as the content, form of organization, as well as methods and means of methodological work used by the teacher. With their help, it will be possible to achieve the highest results in educational work.

By education we mean the formation of personal and moral qualities in the person being formed. Being closely related to education, education has its own laws. Education is a single process. But they are not exactly alike. The unity of education and training lies primarily in the commonality of their goals⁴.

In order to ensure the consistency of the research, it is appropriate to mention the economic and political relations of Semirechye region. N. Bantish-Kamensky, N. I. Veselovsky, V. M. Florinski, in their researches, present their scientific conclusions regarding the historical relations of the Russian Empire with the Chinese Empire and their situation in the late XIXth and early XXth centuries. In these data, we can see that the agreements between Russia and China were initially based on equality. However, by the XIXth century, the change in international relations, the signs of inequality in China's relationship with the great powers began to be seen in the attitude of the Russian Empire to China. This situation was especially evident in the policy of the Russian Empire in East Turkestan. These processes are also confirmed by the materials stored in the funds I-1, I-2 of the National Archives of Uzbekistan⁵.

Studying advanced pedagogical experience, on its basis, discovering new pedagogical phenomena and patterns, making qualitative changes in the educational process, solving problems of managing the cognitive activity of students will lead to solving problems of modeling the educational process in a new way. Today, a creative teacher is required not only to successfully teach and educate students, but also to adopt the experience of advanced teachers, possess research skills and qualifications.

The modern development of science and technology requires a creative approach from the teacher, the ability to think freely about important problems of science, and the ability to convey the achievements of science to students. This moral conviction is manifested in the teacher's educational process, educational work, relationships with students and parents, behavior, and the moral influence of his personal example in everyday life.

The basic concepts of **pedagogical ethics** correspond to the categories of universal human morality and, to one degree or another, determine them in relation to the activities of a teacher. In pedagogical ethics, humanism, justice, integrity, honesty, and virtue are associated with pedagogical activity. Kindness is the most important category in moral theory. Kindness is a positive moral quality and reflects the ideal of normative ethics, the content of positive moral qualities in individual ethics, the sum of positive attitudes towards human activity or any behavior. Good is a concept that reflects the unity of interests of society and the individual in the consciousness and moral practice of the teacher, which benefits society and the individual and is compatible with social development.

In pedagogical ethics, the **concept of good** is defined in connection with the activities of the teacher. It reflects the unity of interests of the teacher and the student community, the unity of purpose of the teacher and student, the unity of the struggle for the effectiveness of education and upbringing. The virtue of kindness requires both parties to be benevolent, benevolent, and kind. For good to triumph, evil must be intolerable. It is necessary to combine a good desire with good behavior, a good deed and good behavior. One of the characteristics that characterize human morality is responsibility.

The teacher's responsibility includes the teacher's activities and specific tasks of the educational

⁴ Sarsenbaeva R.M. Methods of educational work. Toolkit. – T.: Economics and Finance, 2019. – 372 p.

⁵ Information on the theme is presented in the documents of NA Uzb.Fund-I-1, Fund-I-2

process, while maintaining the entire content of the concept of responsibility. The teacher is responsible for the development of the student's personality in all aspects. The teacher must give the student deep theoretical knowledge and prepare him for life and work. At the same time, it is necessary to notice the student's existing talents and abilities, treat him individually, and carefully cultivate the positive moral qualities that exist in him. The teacher works alone with a team of teachers as a representative of society in the classroom. In such conditions, the responsibility of the teacher is the main criterion for the level of influence on the teacher, the guiding force that regulates his rights.

The teacher, carrying out pedagogical activities, skillfully explains the teaching and educational aspects of the lesson and transforms the skills of changing nature and society into the skills of worldview of students' activities. Understanding faith, manners and civic duty is one of the main qualities of a teacher. The schoolteacher should show by his personal example the qualities of the ideal which he promotes.

Love for students is the most important quality of a teacher. This is not approval of all the actions of students, flattering them, but demandingness and firmness, goodwill imposed by justice, and a person who has this quality devotes a lot of time and effort to students. At the right moment, he is ready to sacrifice his desires and limit his needs for the sake of his students.

Awareness of social activity and civic duty is a qualitative characteristic of a teacher, since a real teacher is a public figure in the full sense of the word and shows students a practical example of how to be socially active in life. An important quality of a teacher is the ability to quickly get along with teachers, the ability to communicate with a large number of people, and goodwill, which indicates a high level of communication culture. Because a teacher always has to communicate with people and work with them. Success in a teacher's work is ensured by the ability to communicate with adults and students, some groups and individuals in their daily activities.

Teacher etiquette is a professional and ethical feature, expressed in the relationship of a teacher with students, teaching staff, parents, and members of the public, combining categories, rules and norms of universal morality with features inherent in the educational process. The teacher must master the norms of pedagogical ethics, apply them in practice, and compare them with his worldview and moral experience. As a result of thoughts and feelings, attempts in life, the rules of pedagogical ethics become the teacher's own beliefs, aspirations and moral qualities. Pedagogical activity is the labor activity of people who are responsible to the people and the state for preparing the younger generation for life and work. The activities of school teachers are aimed at shaping a person's personality. Each student has his own behavior and character.

It is extremely difficult to take into account these unique characteristics of students when teaching them. In this case, special methods are used that reflect the complexity of social relationships between students. Young people preparing for teaching should know its features. Pedagogy, psychology, methodology and pedagogical skills are interrelated and closely related sciences. To be successful, every teacher must have teaching skills. The owner of pedagogical skills achieves great results without much effort; creativity is always his assistant.

Teaching excellence can only be found in a talented and talented teacher. Abilities appear and develop in the process of activity. Ability is different from competence and competence. If skills and abilities are considered the result of training and study, then abilities and intelligence are also necessary, that is, the anatomical and physiological characteristics of the human nervous system. It is on this natural basis that the mental quality called ability develops. In order for teaching activities to be effective, the teacher must have the following types of abilities.

Knowledge is the ability to relate to relevant fields of science, such as mathematics, physics, biology, literature, and so on. A teacher with such abilities knows the subject not only within the framework of the curriculum, but also much deeper, he always follows discoveries in the field of his subject, knows the material from thread to needle, is extremely interested in it, and also performs simple research work.

The ability to explain is the ability to clearly explain educational material to students, to arouse interest in students' independent active thinking. The teacher should be able, if necessary, to change the educational material in order to make the complex simple, the complex simple, and the unclear

understandable for students. It is necessary to take into account the mentality of students. A competent teacher takes into account the level of knowledge and maturity of students, imagines what they know and what they don't know, what they have forgotten.

The ability to observe is a pedagogical observation associated with the ability to penetrate into the inner world of a student, pupil, to well understand the student's personality and his temporary mental states. Such a teacher can quickly discern subtle changes in the student's psyche. Students say about such teachers: "It's as if they don't look, they see everything. "He knows by his eyes that a student is upset or is not preparing for class", they say.

Verbal ability is the ability to express one's thoughts and feelings clearly and clearly through speech and gestures. This is very important for the teaching profession. The teacher's speech is always directed at the students. Even if a teacher explains a new lesson, analyzes or criticizes a student's answer, his speech is always distinguished by inner strength, confidence and interest in what he is talking about. The expression of his opinion will be clear, simple and understandable to students.

Organizational skills imply, firstly, the ability to organize and unite a group of students, motivate them to solve important problems, and secondly, to properly organize their work. Organizing your work means being able to properly plan and control your work. Experienced teachers have the ability to properly manage their time and meet deadlines.

The ability to gain a reputation consists of exerting a direct emotional and volitional impact on students and gaining a reputation on this basis. Reputation is earned not only on this basis, but also on the basis of the teacher's good knowledge, kindness, gentleness, and so on. This ability depends on a whole set of personal qualities of the teacher, such as his willpower, courage, endurance, and so on, as well as on a sense of responsibility for teaching and educating students, on faith in his own rightness and on the ability to convey this faith to students.

The ability to handle correctly means the ability to get closer to students, to establish very effective relationships with them from a pedagogical point of view, and the presence of pedagogical delicacy.

The ability to see the future is expressed in the ability to see the consequences of one's actions, the ability to imagine what kind of person the student will be in the future, and the ability to predict what qualities should be developed in the student.

The ability to distribute attention is explained by the teacher's development of all characteristics of attention: size, strength, visibility, volitional ability, mobilization, and so on. The correct organization of pedagogical work, that is, educational work, has not only economic significance, but also great importance in improving the quality of education and its improvement. Correct and economical organization of activities creates comfort both for the teacher himself and for the teachers who work with him.

The uniqueness of a teacher's work lies in its versatility and complexity. At the same time, this work is creative in nature, that is, it not only creates something new, but also changes its content. Each situation, relationship with students is different and unique in a certain sense for each conscious teacher.

Auxiliary features and characteristics included in the system of pedagogical excellence are:⁶

- certain types of intelligence: responsiveness, critical attention to shortcomings, perseverance;
- teacher's speech: art of speech, depth of vocabulary;
- acting abilities: the ability to use facial expressions and pantomime, imaginative fantasy, the ability to restrain emotional emotions;
- possessing pedagogical tact and pedagogical delicacy.

The area in which the teacher works - the student also changes physically, mentally and spiritually. The difficulty and complexity of a teacher's work, the subtlety of dealing with a student, influencing him require deep knowledge of the theory of education and the science of psychology. The versatility of a

⁶ Khalikov A.A. Pedagogical skills. Textbook. - T.: "ECONOMICS-FINANCE", 2011, -420 p.

teacher's work can be seen in the time spent on it. The complexity of teaching is characterized by an increase in the amount of time a teacher spends on work. This leads to the fact that the boundary between a teacher's work and free time is increasingly blurred.

Another feature of a teacher's work is that it is always carried out under the supervision and control of teachers. As a teacher educates students, his activities are constantly changing. The increasing complexity of educational work complicates the teacher's task and expands the field of activity. The teacher approaches the level of a research scientist who acquires knowledge and then teaches it to young people; the teacher acquires the characteristics of a theorist and practitioner, as a researcher of a group of students, as a sensitive psychologist-educator. We said that the work of a teacher is close to the work of a research scientist. However, despite the commonality of these two types of activities, there are also differences between them. This difference is determined by the specifics of the teacher's work.

The goal of a teacher is not to discover something new for science, to make a full-fledged scientific contribution to the theory of pedagogy, but to find effective methods and means of teaching, deeply analyzing one's own and others' advanced experience. The creativity of teachers is a chain connecting scientific and pedagogical research and pedagogical experience. The experience of leading schools shows that thanks to this connection, real scientific and valuable pedagogical work can be created, and the pedagogical conclusions and recommendations in such work will be acceptable to many and will make a significant contribution to the improvement of education. in schools. A teacher's creativity is always based on certain experience. Because a creative teacher must strive for something.

As a conclusion, it can be noted that the teacher needs to master advanced methods and methods and find ways to apply them in his work, be able to effectively use pedagogical, psychological and educational methods during the lesson. Because a creative teacher does not directly accept someone else's experience without analysis, but compares it with his own experience. Only then will he create the edges of his new hole. Thus, creativity is not an emotion, but a product of long work and high pedagogical culture of the teacher. A teacher is an honorable but difficult profession.

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