

<https://doi.org/10.29013/EJHSS-22-4-44-46>

*Karimova Nozima,
Phd., Institute of Pedagogical Innovations,
Tashkent, Uzbekistan*

REQUIREMENTS FOR DEVELOPING PROFESSIONAL STANDARDS FOR TEACHERS

Abstract. The article describes the content and essence of the professional standard of the teacher, the emergence of the need to create a professional standard of the teacher, the results achieved in education through the adoption of professional standards in the study of professional standards, the requirements for creating professional standards. Also, the necessary competencies of the teacher in the organization of personal, motivational, educational process are highlighted.

Keywords: pedagogue, pedagogy, professional standard, standard, competence, national qualification framework, certification, attestation, systematic approach.

Introduction

Professional standards are the optimal tool for managing the quality of education and ensuring its continuity. Today, the introduction of professional standards of teachers, the study of methods of standardization of pedagogical professional education remains relevant.

The ongoing reforms in our country to improve the education system on the basis of modern trends have made it necessary to improve the system of continuing education, create mechanisms for continuous training of teachers and develop and implement professional standards for teachers.

In the late 1980s, the crisis of professional and higher education in America and Europe became apparent. Education has lagged behind the needs of the economy, manufacturing, and business, and graduates have been unable to engage directly in employment. Thus, the issue of forming requirements for employees by employers was put on the agenda. Applicants must demonstrate that they have mastered these requirements. The formation of the above requirements served as a cornerstone of the creation of “professional standards”.

Requirements to the professional standard of the teacher.

The standard should:

- Compliance with the structure of the teacher’s professional activity;
- Not to be a tool for strict regulation of pedagogical activity;
- The educator is distracted from performing his / her duties, which distracts him / her from performing his / her non-specific tasks;
- Encourage the educator to look for non-standard solutions;
- Compliance with international standards and regulations;
- Must meet the requirements of the relevant ministries and agencies dealing with work experience, pension calculation, etc.

Standard description.

A teacher’s professional standard is a document that sets out the basic requirements for his or her qualifications.

Materials and methods

The national framework of the standard can be supplemented by territorial requirements that take into account the socio-cultural, demographic and other characteristics of the region.

The professional standard of the teacher can be supplemented by the internal standard of the educa-

tional institution in accordance with the specific features of the educational programs of the institution (school for gifted children, inclusive school, etc.).

The professional standard of the educator is the level of the educator, taking into account the peculiarities of the professional activity of teachers of preschool, primary, school, vocational education.

Occupational standard is a standard that defines the basic labor functions and conditions of their performance, defines the requirements for the level of skills, content, quality and conditions of work.

In particular, the professional standards of educators, as well as international standards in a number of European countries (Finland, UK, USA, France, etc.) are described and studied in detail.

According to foreign experts, the effectiveness of the use of professional standards as a means of control and measurement that stimulates teacher development and quality of education depends in many respects on the degree to which all participants in the process have a common understanding of their role, assessment objectives, requirements, competence content and measurement criteria.

It is also necessary to pay attention to the ongoing contradictions in the normative-legal space of the use of professional standards in the field of pedagogical activity. However, this problem applies to all levels of the education system.

Professional standards have been conceptually defined as “an objective tool for assessing a teacher’s qualifications, a tool for selecting pedagogical staff in educational institutions, a basis for concluding an employment contract, and a means of restoring the relationship between employee and employer”.

In a number of other countries (UK, Australia, etc.) the main areas are:

- development of a safe learning environment;
- psychological and pedagogical support of teachers;
- work with the innovative potential of the teacher and the necessary resources, including in the intersectoral context;

- organization of education review, monitoring and evaluation;
- planning, designing and modeling events in the learning process and in the process as a whole;
- system of pedagogical culture and values.

Result and discussion

This distinction is more in line with the competent approach to teacher professional development, which in turn divides the functions defined in the professional standard into detailed and subdivisions such as “general labor functions”, “simple labor functions”, and then “labor activity, necessary skills, knowledge”. rather than being divided into sections, it allows the educator to plan consistently according to logically understandable descriptors.

According to European experts, the professional standards of a teacher must meet the following requirements:

- a) identify specific relationships in the field of educational practice;
- b) identify relevant aspects for the personal and professional development of teachers and its evaluation;
- c) assist the administration of educational institutions in promoting the professional growth of teachers in order to improve the quality of the educational process, including through the assessment and monitoring of professional development.

It should be noted that an important terminological construction of foreign professional standards of the educator is defined as “understanding”. It is used for teaching technology, subject content, standard content, psychological and pedagogical characteristics of students, their needs, etc., understanding the structure and purpose of standards, understanding their personal and professional abilities and needs, and so on.

Occupational standards can make an important contribution to the formation of quality education programs and vocational training programs, as well as pave the way for the application of modern, effective educational technologies in the training process.

Certification and certification of different categories of employees can serve as a basis for systems.

The organization of the educational institution on the basis of the application of professional standards, including the implementation of the following:

- determining the qualifications of the employee when hiring;
- during the attestation to determine the suitability for the position;
- In directing employees to receive additional professional training to determine the type of education;
- developing job descriptions to identify labor requirements and knowledge and skills requirements;
- In developing a staffing table to identify job titles.

Professional standards are required for:

First, in determining the employee's qualifications and suitability for the relevant position. In this case, the professional standard is a more detailed document than the qualification certificate.

Second:

- vocational training;

- vocational training;
- additional professional training in the development of curricula.

Conclusion

The introduction of a professional standard of the educator can be done provided that the terminological clarity in the performance of its functions and tasks, harmonization of legal regulation, development and provision of transparent mechanisms for applying the standard and its understanding by the professional community, as well as knowing the clear advantages of using the standard in practice.

To this end, the development of a single terminology for the professional standard today can be entrusted to a professional pedagogical team for expert discussion to develop requirements, key areas of assessment, levels of development and transparent descriptors for their assessment.

Professional standards are the optimal tool for managing the quality of education and ensuring its continuity. Today, the introduction of professional standards of teachers, the study of methods of standardization of pedagogical professional education remains relevant.

References:

1. Al-Dajeh H. I. Jordanian vocational, secondary education teachers and acquisition of the National professional standards // *Education*. 2012. – No. 133. – P. 221–232.
2. Australian Professional Standards for Teachers, Australian Institute for Teaching and School Leadership, available at. [Electronic resource]. URL: <http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list>
3. Brundrett M., Silcock P. *Achieving Competence, Success and Excellence in Teaching*, L., N. Y., Routledge Farmer.
4. Caena F. Teachers' core competencies: requirements and development, European Commission. *Education and Training 2020, Thematic Working Group "Professional Development of Teachers"*. – 287 p.
5. Professional standard "Pedagog" (pedagogical activity in preschool, primary school, basic school, secondary school education (teacher, teacher)). Approved by the order of the Ministry of Labor and Social Protection of the Russian Federation from October, – 18, 2013.
6. Dudin M. N. Professional pedagogical standard: problems of implementation in world practice // *Economics of labor*. – Tom 7. – No. 3. 2020. – P. 267–288. Doi: 10.18334/et.7.3.100661.