



PROFESSIONAL PROBLEMS OF TEACHERS AND WAYS TO OVERCOME THEM

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Annotation: *The article discusses methods for studying the professional difficulties of a modern teacher; approaches to developing a system of pedagogical support for teachers in the process of working to overcome difficulties are proposed.*

Key words: *teacher, school, educational process, difficulties, overcoming difficulties.*

Dynamic changes in modern education in New Uzbekistan often cause difficulties for teachers when solving new professional problems. To ensure modern quality of education, it is important to understand the characteristics of teachers' professional difficulties and the reasons for their occurrence, which will allow us to develop effective ways to overcome difficulties. Various aspects related to the teacher's difficulties are considered in many modern studies devoted to the study of the professional pedagogical activity of teachers.

The study by E. N. Lazareva notes that "a significant proportion of the difficulties of teachers of all age groups is associated with the low level of development of the organizational-gnostic and organizational-educational components of pedagogical activity... The most difficult problems identified were those related to planning measures to prevent possible difficulties for students and planning the expected results of their training and development" [2].

Sh.T. Khalilova notes "that many teachers, regardless of work experience and specialty, do not have the necessary level of professional competence. Many of them experience an objective need to significantly update their methodological, psychological, pedagogical and subject knowledge. Special problems for teachers are caused by self-analysis of their activities and analysis of the activities of colleagues, as well as the design and presentation of the results of individual research" [3].

To understand the characteristics of a teacher's professional difficulties, the monograph by Sh.T. Khalilova is of particular interest, which examines the life and professional orientations of a modern teacher, his attitude towards his professional activities, professional growth, difficulties arising during the implementation of the educational process, and many other aspects of a teacher's activity. In particular, based on sociological research, she points out that "12.0% of teachers cannot argue for the importance of the subject they teach; 6.4% note difficulties associated with generating interest in it among students; accessible presentation of the material - 6.0%; 6.2% indicate



the difficulty of correlating the content of the taught subject with life realities; for difficulties in organizing practical classes - 10.5%" [3]. The results of previous studies suggest that the main difficulties of teachers are related to the organization of the modern educational process. In order to determine ways to overcome these difficulties, the study used a combination of the following methods for identifying teacher difficulties:

- questioning (self-assessment of difficulties, identification of difficulties typical for a modern teacher);
- observations (clarification of the characteristics of the identified difficulties, recording the variety of manifestations of the same difficulty among teachers of different subjects who have different years of experience in school);
- analysis of lessons attended by methodologists of various subjects (comparing their own conclusions with the conclusions of colleagues);
- conducting structured interviews and conversations with teachers (clarification of the essence, characteristics of difficulties, identifying the causes of difficulties).

At the first stage of the study, a survey was conducted, which consisted of five blocks of questions. The theoretical basis of the questionnaire was the group of professional tasks of a modern teacher [4].

The purpose of the questionnaire: to identify the teacher's self-assessment of professional difficulties; rank the difficulties by degree of difficulty. 57 teachers took part in this survey. The conclusions obtained based on the analysis of the survey results were clarified during the second survey, in which 208 teachers of various subjects took part. The survey of teachers was conducted according to the method of Yu. K. Babansky, who for the first time in didactics analyzed the typical difficulties of teachers in solving problems of optimizing the teaching and educational process.

Curriculum development requires the teacher to analyze the entire year's work. If previously it was enough for a teacher to have thematic and hourly planning, now, in addition to defining the goals and objectives of teaching, characteristics of the lesson content, it is necessary to indicate the type and form of each lesson, specify three groups of planned learning outcomes (primarily the level of mastery of subject knowledge and universal educational skills), think over the types and forms of control and it is advisable to indicate homework in the subject for the year ahead. The teacher has never done such work before and does not always understand why it is needed; Great difficulties are also caused by the unclear definition of a student's universal educational skills, specified as the expected result. Therefore, it is not surprising that this difficulty was mentioned by more than half of the teachers surveyed. 57% of teachers surveyed experience difficulties in building an individual educational route for a student. In the 80-90s of the twentieth century, the concept of "individual student route" did not exist, but about a quarter of the teachers surveyed experienced difficulties in implementing an individual approach to students in the learning process. In third place (42.5%) in terms of frequency of responses were difficulties associated with developing methods of pedagogical support for schoolchildren; in fourth place (36%) are difficulties associated with the development of



motivation and independence of students in the educational process. The same difficulties were typical for teachers in the 90s of the twentieth century.

Analysis of the survey results indicates that, despite the development of continuing teacher education, persistent difficulties can be identified associated with the organization of the learning process, focused on developing students' interest in learning, with identifying typical causes of failure, with the implementation of interdisciplinary connections, with the implementation of an individual approach to students in the learning process, with the organization of pedagogical support for students' learning activities throughout the lesson. The data obtained suggest that the difficulties of modern teachers are associated with the previous subject-centered orientation of the educational process, which actualizes the problem of preparing teachers to build student-centered teaching. In order to clarify the characteristics of the identified difficulties, the variety of manifestations of the same difficulty among different teachers, the following methods were used: observation, conversation, lesson analysis, written analysis by the teacher of his own activities. The observation method was as follows. When visiting a lesson, the expert filled out an observation sheet, which recorded the teacher's actions to build a modern educational process focused on the development of the student's personality. The observation scheme (observation sheet) made it possible to record various methods of the teacher's activities (or lack thereof) aimed at developing the motivation of schoolchildren's learning, organizing the student's communication, including him in the design of educational tasks, developing the student's reflexive skills and self-esteem.

After visiting the lesson, the expert discussed the lesson with the teacher. The teacher was asked to express his opinion about the lesson and conduct a self-analysis of the lesson. In this case, as a rule, two groups of teachers were identified. The first is teachers who believed that everything worked out, they were satisfied with the lesson; the second group consisted of teachers who believed that the lesson was not going as planned; the teacher himself listed the shortcomings and difficulties that he had during the lesson. The dialogue made it possible to identify not only the teacher's difficulties, to find out the possible reasons for their occurrence, but also to determine the teacher's attitude to the problem of professional difficulties, which subsequently determined the choice of a strategy to help the teacher in overcoming existing professional difficulties.

In the 2022/23 academic year, 156 lessons were taught in 25 schools in Tashkent. Approximately 60% of the lessons were conducted at a high and very high level: teachers know the subject well, teaching methods, take into account the age characteristics of students, use various methods for developing learning motivation and forms of work, introduce material that goes beyond the scope of the school curriculum, and pay increased attention to children with disabilities. special needs.

But, unfortunately, quite a few lessons were discovered in which the teacher's insufficient knowledge of the student's personality and class groups was revealed (twin lessons in classes of different levels of preparedness); template lesson structure (combined lesson with the same set of structural parts); the desire for greater "accumulation of grades"



(teachers' passion for one or another type of survey); overload of educational material content; passion for frontal forms of work, etc.

Analysis of the results of lesson observations indicates that the greatest difficulties for teachers of different subjects who have different years of experience in school are caused by the task of building a student-oriented educational process, which is expressed in the inability to use various techniques for developing positive motivation for learning, organizing communication with students, using modern teaching aids, diversify the methodological design of the lesson.

In order to find out the reasons for the difficulties, a qualitative research method such as a structured interview was used. The purpose of the interview was to identify teachers' assessment of their ability to analyze their activities in the context of the development of the student's personality. The structured interview consisted of blocks of questions, the answers to which helped to identify the teacher's experiences; his attitude to the changes that are taking place in domestic education; his attitude to his own difficulties, the degree of comprehension of them and knowledge of ways to overcome them [3].

Of the 156 teachers whose lessons were analyzed, 25 teachers were selected who agreed to be interviewed (12 mathematics teachers, 2 Russian language teachers, 3 literature teachers, 1 physics teacher, 2 geography teachers, 5 English teachers). Based on the analysis of the structured interview, the following was established:

- despite teachers' understanding of the need for changes in professional activity in connection with the orientation of the educational process towards achieving new educational results for students, a significant number of teachers either do not accept the changes or are not sufficiently familiar with the ways of changing the professional activity of a modern teacher;

- many teachers do not know how it is possible to implement an orientation towards the student's personality if it is necessary to achieve a high level of subject results;

- teachers do not know well the characteristics of modern schoolchildren and do not use the knowledge available in didactics and private methods about ways to take into account the age characteristics of students in the educational process;

- a fairly large number of teachers surveyed do not know how to analyze their own professional activities.

Analysis of the results obtained suggested that the main difficulties of teachers in constructing and implementing the modern educational process are due to the "gap" between the expectations and value orientations of schoolchildren regarding the learning process and the orientation of teachers towards achieving formalized indicators of educational results, which are accepted as indicators of the success of a teacher's activities. It can also be assumed that there is a loss of the essence of the pedagogical activity itself, which becomes craft, reproductive, devoid of creativity, while the main feature of the teacher's professional activity is "...increasing the influence of the teacher's subjective author's position on learning outcomes, and the transition from knowledge to personal paradigm of pedagogical activity is not just one of the directions of its transformation, but the formation of pedagogical activity as such, a kind of return to its essence" [3].



A written self-analysis of the lesson was chosen as the next method for studying the teacher's professional difficulties. It turned out that the teacher does not know how to analyze the lesson from the point of view of organizing the student's activities; The main criterion for self-analysis of a lesson is the criterion "I managed/did not manage to do everything planned." Therefore, this method of studying difficulties was supplemented by the method of written self-analysis of professional activity. Written self-analysis involves the creation of a text in which the features of a teacher's professional activity are revealed in free form from the perspective of person-centered learning. To help a teacher write a text based on methodological recommendations for the certification of teaching staff, an algorithm for analyzing the professional activities of a teacher was proposed [3]. Analysis of the results of an experimental study of a teacher's professional difficulties made it possible not only to identify typical difficulties, but also to determine ways to overcome them. From conversations with teachers, it was revealed that, as a rule, they most often try to cope with their difficulties themselves or seek support in advanced training courses; in rare cases, they turn to colleagues for help. As a result, after completing the courses, many teachers note that they received important methodological and subject knowledge, but the courses did not help them cope with their existing difficulties. The data obtained confirm that "continuing professional education, the purpose of which should be to provide timely professional assistance to teachers, most often provides information services and much less often practice-oriented ones" [1]. Taking into account the fact that the same professional difficulty can be caused by similar reasons, the study substantiated the conclusion that the development of a system for supporting teachers in overcoming difficulties should be flexible, personalized, taking into account the personal needs of the teacher, the individual style of professional activities. In turn, this means that the goal of pedagogical support in overcoming the teacher's difficulties is to develop the teacher's personal, subject-author position as a system-forming component of his professionalism.

The theoretical basis for the development of such a support system is the following provisions of modern andragogy: "The increase in knowledge obtained in the process of advanced training is accompanied by its internalization into professional experience, that is, one's own professional experience is rethought in the aspect of new knowledge. The development of reflective abilities is a significant reserve for the professional growth of teachers" [5].

"Analysis of one's own activities as a process of understanding pedagogical experience is the most important and unique tool for overcoming difficulties existing in work, an incentive for self-improvement. Therefore, developing a teacher's ability for self-analysis of activities is the main condition for identifying professional difficulties and educational needs of a teacher... If the work of a school methodological service is based on the idea of developing a teacher's ability for self-analysis in direct activities and communication with colleagues, then the interest of teachers in identifying professional difficulties" [2]. The peculiarity of developing a system of pedagogical support for teachers in the process of comprehending and overcoming professional difficulties lies, in our opinion, in the fact that the teacher must see the difficulty himself and formulate it as a condition of the pedagogical



task and professional problem. “Sometimes a teacher does not realize his difficulty, and therefore does not formulate his task and does not solve it, leaving unconscious professional difficulties in his professional activity. This significantly impedes his professional development. In another case, the teacher, seeing his difficulty and formulating a professional task, does not know the methods for solving the problem and, thus, has no basis for professional advancement” [4].

During the study, the following forms of working with teachers to overcome difficulties were tested:

□ workshop on analyzing one’s own activities (solving professional problems in analyzing one’s own experience, analyzing the activities of a teacher from the point of view of organizing the student’s activities);

□ formation of a value-based attitude towards professional activities (essays, discussions, speeches, watching films, reading and analyzing fiction);

□ organization of joint activities of teachers to analyze best practices (master classes, viewing and discussion of video recordings of lessons);

□ seminars and lectures on the problems of modern schoolchildren (seminars on the interpretation and analysis of modern research data);

□ practical classes that facilitate the development of modern educational strategies and technologies aimed at developing students’ motivation and independence in the educational process (workshops on problem solving, master class);

□ observation and analysis of lessons from teachers experiencing difficulties (identification and explanation of errors, substantiation of possible causes of difficulties that led to errors, reflection on one’s own lessons);

□ designing variable forms of lesson delivery in different contexts (workshops and trainings to solve the professional problem of “building an educational process”);

□ joint design of a lesson in given conditions (group, team and individual work);

□ preparation by teachers of speeches at the pedagogical council on the modern challenges of education focused on student support.

The main criteria for the productivity of the proposed forms of organizing work to overcome teacher difficulties are the following: positive dynamics of positive changes in the motivation and educational results of students, teachers’ satisfaction with the results of their own professional activities. Analysis of experimental work on testing the proposed forms of pedagogical support for teachers in order to overcome professional difficulties allows us to conclude that the positive dynamics of teachers’ professional development is most noticeable when combining in-school training with other options for informal professional development.

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