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## IMPORTANT ASPECTS OF PROFESSIONAL DEVELOPMENT OF TEACHERS AND THE BENEFITS OF USING AN INTEGRATED SYSTEM

**Abstract:** *one of the important tasks in the field of research is the development of professional qualities, which is a key factor in the effective implementation of professional activities, the successful acquisition of professional knowledge and skills. Professional qualities are one of the important factors in the success of pedagogical activity, they are purposefulness; perseverance; ability to focus; diligence; observation; development of pedagogical tact and pedagogical imagination; social activity; initiative; personal example; such as making a direct contribution to the further enrichment of universal and national values. The formation of professional qualities allows to ensure emotional unity with students, to create a communicative system of the lesson and a positive climate, as well as to successfully carry out pedagogical tasks.*

**Key words:** *professional qualities, knowledge, skills, pedagogical activity, pedagogical tact, communicative system, tasks.*

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### Introduction

One of the most important aspects of the professional development of future teachers is the person's current work experience. In fact, work experience is defined as the sum of professional skills and competencies that result from professional practice. However, the lack of work experience of future professionals, especially future teachers, testifies to the fact that they have not yet tested their existing professional knowledge in practice, and do not have a clear idea of the real professional requirements. This impedes the content and methodological aspects of education, the definition of professional future plans, the creation of optimal practical conditions of the educational process based on individual capabilities. Therefore, the development and implementation of effective methodological aspects of the integration of theory and practice in the process of professional adaptation of future teachers leads to the formation of work experience in students, as well as an increase in the level of active approach.

### II.Literature review

Researchers found that L.M. Mitina and O.V. In their research, Kuzmenkova formulated the concept of teacher professional development and its social explain important aspects and highlight a number of important factors that affect a teacher's professional training. In particular, one of the important factors influencing the process of professional adaptation of researchers, future teachers is the growth, formation, integration of professionally important personality traits and abilities, professional knowledge and skills, as well as their practical application in pedagogical work. while acknowledging that they need to find, but as a key factor - the intrinsic motivation and orientation of the individual to the pedagogical profession, which ensures successful performance in professional activities. They scientifically substantiate that the process of professional adaptation should be organized directly on the basis of the capabilities and needs of the individual.

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### III. Analysis

The full orientation of the level of professional knowledge, skills and abilities, professional (spiritual, personal and physical) opportunities and professional qualities of future teachers to the effectiveness of their work is a necessary condition for professional adaptation. In this process, the individuality of the individual is studied as one of the important criteria. Individuality (Latin *individuum* - indivisible, seed) - represents the unique uniqueness of the psyche of each person who carries out his activities as a subject of socio-historical cultural development.

1. One of the important features of the globalization process is determined by the improvement and development of the quality of the system of professional adaptation of future teachers on the basis of modern educational directions. At the same time, it is important to improve the content of the formation of professional flexibility of future teachers in accordance with modern requirements.

2. One of the most pressing issues is the modernization of the educational process in higher education institutions based on social requirements, democratic principles, as well as the qualification requirements of the production specialist.

3. One of the leading socio-psychological factors in the professional orientation of future teachers is their personal orientation and professional motivation, which accelerates the process of adaptation of students to the chosen field of activity.

4. Vocational training of future teachers is based on professional knowledge, skills, abilities and the necessary professional qualities. This justifies the need to increase the share of specialty subjects in the distribution of curriculum loads.

5. One of the important organizational and methodological conditions in the process of professional adaptation is the systematic organization of pedagogical practice and the creation of its methodological support.

6. The study and analysis of the current situation identified the need for a practical approach to the targeted use of innovative teaching technologies in the professional adaptation of future teachers.

Pedagogical Scholar V.A. Slasten's study of the formation of professional training of future teachers shows that high professionalism, i.e. the quality of education received on the objective factors of professional maturity, and the subjective factors on the ability of the individual, professional orientation, effective pedagogical tasks, introduces responsibility and expertise in solving.

There are also two categories of factors that affect the success of the process of professional adaptation of future teachers: subjective (internal) and objective (external). While the author connects the internal factors influencing the professional adaptation of the future specialist with his individual-psychological qualities, the objective factors suggest

aspects related to the environment and educational conditions.

Innovative training is one of the criteria of professional training determined by the formation of an axiological, acmeological, creative, reflexive approach to pedagogical activity, the creation of an environment of creative cooperation in the educational process, the introduction of innovative technologies in the teaching process, active motivation for innovation, is considered.

Another important aspect of the process of professional adaptation of future teachers is the identification of a set of necessary conditions for the acquisition and full implementation of professional knowledge, skills and competencies in the above areas. Because a comfortable and goal-oriented pedagogical environment makes it easier to achieve the desired result in the process.

In his research, N.A. Muslimov emphasizes that the professional adaptation of a future teacher of vocational education is one of the important aspects of his professional formation, recognizing the following as important pedagogical conditions in this process:

- Material and technical conditions (availability of educational buildings, classrooms, a set of teaching aids, etc.);

- Educational and methodological conditions (state educational standards, curricula, study plans, etc.);

- Human resources (professors and teachers);
- Social and educational-technological environment;

- Consistent, continuous and systematic organization of organizational and educational activities.

Due to the specifics of the system of training of pedagogical specialists in higher education institutions, the study found that the provision of the following pedagogical psychological conditions will serve to improve the quality of professional training:

1. Informative-meaningful conditions. It is known that the content of education is a pre-designed system of professional knowledge, skills and abilities that must be mastered by the future specialist, which includes curricula, improved educational programs, lecture notes, educational-methodical complexes on the basis of educational technologies, scientific and educational-methodical, electronic textbooks, means of control: creative pedagogical tasks, situational issues, remote control, creative project work, course connected with specialization directions and project work has a special place.

2. Technological conditions. The purpose of the study was to develop and apply in practice the effective forms, methods and tools of professional adaptation of future teachers.

In the process of professional adaptation:

- problem-based learning;

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- Game technologies (role-playing games, business games);
- training, video training,
- Problematic seminars;
- Solving and analyzing pedagogical problems;
- small group teaching, micro-lessons;
- creative research methods;
- Methods of designing lessons and educational activities;
- Special attention was paid to the development of methods for organizing and conducting self-training.

The technological basis of the professional adaptation of future teachers is theoretically justified; is based on the principles of a holistic approach to the content and organizational aspects of the educational process, systematization, taking into account the individuality and professional orientation of students in teaching.

3. Reflexive conditions. As a result of the created pedagogical conditions, special attention was paid to the creation of a reflexive environment (reflection, analysis, change, the level of self-assessment of the individual).

The content of the reflexive conditions for the professional adaptation of future teachers is defined as follows:

- development of active learning motivation;
- formation of creative skills;
- formation of pedagogical-psychological, methodical knowledge;
- professional self-awareness.

#### IV. Discussion

The results of the analysis show that pedagogical practice, independent learning, clubs, extracurricular activities, team activities, creative castings and other types of organizational activities are important tools for professional adaptation and development of students. In some studies, the authors limit themselves to listing the elements of the system, but do not disclose the purpose, method, and conditions under which the pedagogical process is used. As a result of our study of the basic concepts and basics of the systematic approach, one of the important features of a real being is the emergence of new qualities that are not specific to the objects of the initial period of interaction. was formed. It is a qualitatively new product - the emergence of integrity and system. The quality of a holistic system does not consist of the sum of its constituent qualities. The system is also characterized by new integral qualities that, in essence, represent its distinguishing properties. An integrated system actively influences the components it contains and modifies them to suit its nature. As a result, the initial starting parts undergo significant changes: in most cases, the previous ones lose their properties before they enter the system, their other features increase in importance, acquire new qualities,

as well as retained features quality and quantity change.

We can identify the main features of an integrated system.

1. The main feature of an integrated system is the existence of the system integral and the collective quality (or qualities) of its constituent components.

2. An integral feature of a holistic system is its components, since the system consists of them and cannot exist without them. However, components are not a collection of random objects. They are integrated with the system, which is exactly the structure of this system. A systematic approach is the study, design, and identification of the components of a system to ensure its proper functioning. The system-structural (practical, reasonable) approach involves considering the structural features of an object as a whole, divided into components over a given period of time.

3. An integrated system is a target system that seeks to achieve a specific goal. The goal arises in the system as one of the important factors that create it. However, the goal requires certain actions to be taken to achieve it. The actions that a system takes to achieve a goal in an environment constitute precisely its functions. Functions emerge as a way to achieve a goal. A system-functional approach to research and design in terms of the way a system behaves in an environment to achieve a goal.

4. No system is the same for all periods. He is absolute, not eternal, because the existence of contradictions is inherent in him as well. Every system not only functions, but also evolves; it has a beginning, it goes through a period of creation, it finds content and it develops. In systems theory, the lifetime of a system is one of its main descriptive features.

5. Research and design of a system in terms of its development over time is called a systematic approach.

6. Each system, in turn, is a component of higher metatism, just as it is a component of lower metatism. In other words, no system is isolated from others, but interacts with various other systemic and non-systemic associations with many connections. The system moves and develops in an environment that is relatively external to it, and is connected to it through many communications. It is called the system-communicative approach to the study of the system in terms of other systemic and non-systemic associations that exist in relation to it.

7. The system is constantly exposed to influences aimed at disrupting its stability. This effect is primarily due to the contradictions that exist within any system. However, there are also negative externalities, such as lack of resources and severe restrictions. Nevertheless, the system lives and thrives. This means that along with the specific set of components, the internal structure, etc., there are other factors that make up the system and protect the system. These factors that ensure the viability of the

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system are called governance. It is called a systemic-organizational approach to the study and design of systems in terms of their purposeful functioning in the conditions of internal and external influences aimed at disrupting its stability.

8. System management cannot be imagined without the transmission, reception, storage and processing of information. Information is a way for the components of a system to communicate with each other and with the external environment of the system. In this sense, it is clear that the essence of systematization cannot be revealed without studying its informative aspects.

We think of many infinite interactions between a system and the external environment as a single inbound and one outbound relationship, depending on their importance in a given situation. During the incoming and outgoing communication between the system and the environment, there is an exchange associated with the transmission of material, energy, or information elements.

The study of the relationship between the system and the external environment has shown that the environment supplies resources to the system, and receives and consumes the final result of the activity from the system. It is important to note that the results of the system in principle can not be created in the environment (otherwise there is no need to isolate the system from the environment). The system is needed by the environment as a source of self-sufficiency.

The essence of professional adaptation is to develop the skills of mastering - understanding - shaping - adapting. In other words, the external environment is the source of the images that the individual creates by interacting with the environment. This means that the existence of a system is created by the unmet needs of the individual in the process of self-development, or in other words, the system is created to solve a problematic situation in the external environment.

It is well-known that self-development is the process by which a person becomes a subject of his

life. Subjectivity is an active independent state and status in human life. It is inherent in human beings from birth, and its first psychological manifestation is the resurrection of a child. With age, it changes its form, that is, a person develops moral, aesthetic, social and psychological motivations, and the person becomes less self-aware, behavioral and active. becomes an ect and discovers a personal 'I'. In this process, the educator acts as a designer of the personal development environment. That is, in the process of personal development, the environment between the teacher and the pupils becomes a specific meaningful form, where the communication environment is formed as a mechanism for the formation of the inner world of the future teacher.

Unfortunately, in most cases, the development of a person as a subject (goal, content) for educational activities is almost not considered. There is a perception that this process can take place during extracurricular activities. These views are incorrect, of course, because the involvement of students in the universal culture and experience, which is the essence of the educational process for the personal development of the child, is also a function of education. Without addressing these issues, education will not provide comprehensive information about the individual.

## V. Conclusion

The source of a person's life and professional activity is embodied in his individuality. An individual with a developed individuality relies entirely on his own strength, and thus manifests himself as a free and independent person. A comparative look at the individual and the individual makes it possible to define the relationship between man and society (community and man).

So, in conclusion, the individuality, professional qualities, knowledge, skills and competencies of the individual serve as one of the important factors in the professional adaptation of future teachers.

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