TEACHER'S PROFESSIONAL DEVELOPMENT: CONTENT, FACTORS AND EFFECTIVE PATHWAYS

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Abstract (Uzbek): The article, based on an analysis of scientific sources, examines the content of the concept of teacher professional development, its determining factors, and effective pathways. Professional development is presented as a continuous process. Keywords: professional development, pedagogical mastery, continuous education, reflective practice, professional competence, motivation.

Abstract (Russian): The article, based on an analysis of scientific sources, reveals the content of teacher professional development, its determining factors, and effective pathways. Professional development is presented as a continuous process. Keywords: professional development, pedagogical mastery, continuous education, reflective practice, professional competence, motivation.

Abstract (English): The article analyzes the content of teacher professional development, its determining factors and effective pathways. Professional development is presented as a continuous lifelong process. Keywords: professional development, pedagogical mastery, continuous education, reflective practice, professional competence, motivation.

Introduction

In the modern education system, teacher professional development is the primary condition for ensuring educational quality. The rapid transformation of society, the integration of digital technologies into education, and the increasing complexity of students' needs require teachers to engage in constant and purposeful professional renewal. The Law "On Education" (2020) and Presidential Decree No. PD-6108 (2020) have designated ensuring the continuous professional development of teachers as a primary responsibility of the state.

The aim of the article is to identify the content, factors, and effective pathways of teacher professional development on the basis of scientific analysis.

Content and Factors of Professional Development

According to Day's (1999) definition, teacher professional development is a combination of natural and purposeful experiences that continuously update knowledge, skills, understanding, and values (doi:10.4324/9780203021316). Boliyev (2019) and Ibrohimov (2007) further developed this concept within the context of national pedagogy, incorporating personal growth and commitment to national values into professional development.

The structural components of professional development are:

(1) Cognitive development — the systematic updating of subject and pedagogical knowledge.

(2) Practical mastery — the improvement of teaching techniques and the acquisition of new methods.

(3) Reflective thinking — the analysis of one's own activity and drawing of conclusions (Schön, 1983).

(4) Professional identity — the recognition of oneself as a teacher and commitment to the profession (Beauchamp, Thomas, 2009).

The factors influencing professional development are divided into two groups. Internal factors include: the drive toward self-improvement, professional motivation, and reflective capacity. External factors include: institutional culture, methodological support, material incentives, and mentoring. Zimnyaya (2003) demonstrates that internal motivation is stronger than external factors, yet the highest results are achieved when the two are in harmony. Sayidahmedov (2003) identifies the professional environment as the primary source of development.

Effective Pathways

Research by Darling-Hammond et al. (2017, doi:10.1080/19415257.2017.1288751) has identified five characteristics of effective professional development: depth of content, active learning, collaboration, sustainability, and connection to practice. The pathways that meet these criteria are:

(1) Action research — the teacher views their own classroom as a field of inquiry; this deepens reflective thinking.

(2) Professional Learning Communities (PLC) — collaborative learning with colleagues, sharing experience, and joint analysis of lessons.

(3) Mentoring — the development of a young specialist under the guidance of an experienced teacher. Musurmonova (2010) describes the master-apprentice tradition as the national form of mentoring.

(4) Digital self-education — development through online platforms, MOOC courses, and professional networks.

Conclusion

Teacher professional development is an integral, continuous process encompassing cognitive, practical, reflective, and identity components. It proceeds most effectively when internal motivation and the external environment are in harmony.

Recommendations: (1) expand action research and PLC formats within the advanced training system; (2) formalize the institution of mentoring in every school; (3) introduce a system for planning teachers' professional development based on individual trajectories.

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