



CONDITIONS FOR INDEPENDENT DEVELOPMENT OF GENERAL PROFESSIONAL SKILLS

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Abstract: Based on the acmeological approach, improving the quality and competitiveness of the continuous education system through professional development, enhancing mechanisms for improving qualifications in real educational environments, and implementing lifelong education models aimed at developing professionally important competencies are being put into practice. Improving the quality of education and the professional and methodological training of teachers is one of the priority directions of state policy and forms the general basis of systemic changes that ensure the solution of socio-economic development issues of the country.

Keywords: Acmeological approach, integration, globalization, methodological support, methodology, innovation, general professional skills, lifelong learning, professional development.

Teachers, in the course of their professional activity, independently work on themselves and acquire the necessary knowledge, skills, and competencies for their professional development. The independent professional development of a teacher is a systematic activity aimed at independently mastering a certain portion of knowledge, skills, abilities, and professional competencies outside the classroom or during professional practice. It is directed toward improving professional mastery, expanding professional capacity, and broadening scientific worldview.



Independent learning, as a separate type of activity, has its own structure, which includes: motives, goals, tools, techniques, and technologies of professional-pedagogical activity [4].

In organizing teachers' independent professional development, the following forms of improving professional competencies may be used:

- independent study of certain topics of educational modules using textbooks, the “Continuous Professional Education” electronic platform, and specialized websites; working with printed and electronic educational resources;
- scientific-creative project work and collecting materials for independent study;
- participation in field-based and short-term training courses involving practical, creative, and collaborative work.

In order to effectively organize teachers' independent professional development, it is necessary to apply a systematic approach, coordinate and integrate all stages, and continuously improve mechanisms of organization and control.

In scientific literature on adult independent learning, the functions of self-directed education are interpreted as follows [1]:

- **Extensive** – acquiring and accumulating new knowledge;
- **Clarifying** – defining one's place in the educational space and society;
- **Supplementary** – eliminating gaps in knowledge;
- **Self-development** – developing self-awareness, memory, thinking, speech, and reflective abilities;
- **Methodological** – forming a worldview and defining one's professional path in life;



- **Communicative** – establishing interdisciplinary, professional, and intergenerational communication;
- **Creative** – enhancing activity to a higher creative level;
- **Rejuvenating** – changing habitual thinking and preventing stagnation in professional growth;
- **Psychotherapeutic** – maintaining life energy, personal strength, and a sense of meaningful life;
- **Gerontological** – maintaining interaction with the environment and strengthening the organism's resilience.

Independent learning is a type of activity aimed at developing a person's abilities and individuality. It is voluntary, self-managed, and focused on improving professional qualities. Its content is expressed in the learner's desire for knowledge, self-development, and self-realization through lifelong learning.

The technology of organizing adult independent learning can be implemented in the following stages [3; p. 27]:

1. **Orientation stage** – creating motivation for independent work, defining goals aligned with institutional themes, and forming a personal topic and action plan.
2. **Study stage** – familiarization with psychological, pedagogical, and methodological literature on the selected problem.
3. **Practical stage** – collecting pedagogical data, analyzing it, testing new methods, and conducting experiments alongside literature review.
4. **Theoretical stage** – analyzing and generalizing collected data, discussing literature, presenting reports, and participating in methodological meetings and open lessons.



5. **Final evaluation stage** – summarizing results, analyzing findings, documenting outcomes, justifying conclusions, and determining future directions.

Levels of independent learning can be divided into three types [5]:

- situational and irregular satisfaction of learning needs without a structured system;
- systematic, goal-oriented but discrete independent learning;
- continuous, systematic learning driven by personal motivation and awareness of its social importance.

The tasks of teachers' independent learning include:

- effective use of information sources;
- working with data in digital educational environments;
- development of innovative approaches in professional activity;
- mastering general and specific competencies.

Successful independent professional development requires:

- awareness of methods and algorithms;
- clearly defined tasks, deadlines, and assessment criteria.

Independent professional development begins with self-awareness and self-development. In pedagogical literature, the concept of “self-development” is understood as the process of directing actions toward oneself, performing activities without external assistance, and engaging in self-regulated improvement.



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