

TEACHER'S SELF-DEVELOPMENT AS A CONTINUOUS PROCESS

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Abstract: This article explores teacher self-development as a continuous, conscious, and systematic process aimed at enhancing professional, intellectual, methodological, and personal competencies. Self-development is interpreted as a lifelong learning activity through which teachers analyze their strengths and weaknesses, set development goals, and improve their pedagogical skills. The study outlines key stages of self-development, including self-diagnosis, planning, practical implementation, and self-assessment, emphasizing the importance of reflection, intrinsic motivation, and professional competence..

Keywords: Teacher, self-development, professional competence, reflection, innovative technologies, lifelong learning, diagnostics, planning, portfolio, digital education.

Аннотация: В данной статье рассматривается процесс саморазвития педагога как непрерывный, целенаправленный и системный механизм повышения профессиональной квалификации. Саморазвитие определяется как деятельность учителя, направленная на совершенствование интеллектуального, методического, духовного и профессионального потенциала. Представлены основные этапы данного процесса: самодиагностика, планирование, практическая реализация и самооценка. Особое внимание уделено роли рефлексии, внутренней мотивации, профессиональной компетентности и личностных качеств педагога.

Ключевые слова: Педагог, саморазвитие, профессиональная компетентность, рефлексия, инновационные технологии, непрерывное образование, диагностика, планирование, портфолио, цифровое образование

Introduction. In the modern education system, the professional, intellectual and spiritual maturity of a teacher is one of the main factors determining the quality of education. Globalization, the development of digital technologies, the expansion of international assessment programs require the teacher to constantly learn, update and work on himself. Therefore, the process of self-development of a teacher has become an important component of continuous education. The concept of “Lifelong Learning” developed by UNESCO and OECD emphasizes the need for a teacher to study and grow professionally throughout his life. Self-development is based on the teacher’s reflective thinking, internal motivation, readiness for methodological innovations and professional needs. This study aims to study the stages, mechanisms, psychological and pedagogical foundations of the process of self-development of a teacher, as well as innovative approaches that ensure continuous development.

Methods. The research was conducted based on the following scientific methods:

1. Theoretical analysis. Pedagogical, psychological and methodological literature, international experiences were studied. UNESCO, OECD, PISA, TIMSS reports were analyzed.

2. Comparative analysis. The development model of a teacher was compared in advanced education systems such as Uzbekistan, Finland, Singapore.



3. Reflective analysis. The forms of reflection, lesson analysis, and self-assessment in teachers' daily activities were studied.

4. Empirical observation. Teachers' professional development processes, participation in online courses, and monitoring of methodological seminars were conducted.

5. Content analysis. Methodological portfolios, lesson developments, and documents from the mentoring process were studied.

Main part. Self-development of a teacher is a process of consciously managing and systematically improving the professional, intellectual, spiritual and methodological potential of a teacher. This process is aimed at the continuous development of the professional competence of the teacher and is based on the reflective thinking of the teacher, internal motivation for learning and the need for professional growth.

According to the concept of continuous education, a teacher must constantly improve his qualifications throughout his work, master innovations in education and improve his pedagogical skills. The concept of “Lifelong Learning” developed by international organizations such as UNESCO and OECD also encourages teachers to learn throughout their lives.

A modern school teacher not only teaches students, but also acts as a leader, innovator, psychologist, mentor, and consultant in the educational environment. Therefore, the competence of a teacher in self-development determines the level of his professional maturity, teaching skills, and readiness for methodological innovations. Self-development is a process of conscious, goal-oriented work on oneself, revealing one's potential, eliminating shortcomings, and improving professional skills. Self-development for a teacher includes updating qualifications, deepening methodological knowledge, increasing psychological stability, and developing a culture of working with students. This process is carried out through independent study, analysis, reflection, exchange of experience, and evaluation of one's own activities.

The process of self-development of a teacher takes place in several stages. Each stage indicates qualitative changes in the teacher's professional growth.

Self-diagnosis stage. At this stage, the teacher analyzes his strengths and weaknesses, identifies professional needs, and applies a reflexive approach to his work.

The main forms of self-diagnosis:

- reflective writing (diary)
- drawing up a professional skills map
- receiving feedback from students and colleagues
- monitoring of activity

This process helps the teacher to understand himself, assess his capabilities, and determine areas for future growth.

Self-planning stage. At this stage, the teacher determines his development strategy:
— in which areas to deepen knowledge,
— which competencies to develop,
— what resources to use,
— terms of work on himself.

Pedagogical goals should be set based on SMART criteria:

S — specific, M — measurable, A — achievable, R — realistic, T — time-bound.



Practical stage of self-development. At this stage, the teacher works on himself in practice. Activities include:

- reading methodological literature
- participating in online courses and advanced training programs
- studying innovative technologies
- experience-sharing seminars
- research activities
- analysis and improvement of lessons

This process develops the teacher's professional skills and innovative potential.

Self-assessment stage. At the end of the process, the teacher evaluates the effectiveness of his activities. This assessment is based on the following:

- improvement in the quality of the lesson
- changes in the student's motivation to study
- growth of professional competencies
- effectiveness of the use of pedagogical innovations

Reflection is the ability of the teacher to consciously return to his activities, decisions and the results of the lesson process and analyze them. Through reflection, the teacher identifies his shortcomings, achievements and growth points. This process helps to choose the right professional growth strategy and increases the quality of the educational process. Reflection is carried out in the form of lesson analysis, diary keeping, and consultation with colleagues.

The self-development of the teacher and the professional growth of the teacher are ensured as a continuous process through the following factors.

1. Internal (subjective) factors. Professional motivation

The teacher's love for his profession and responsibility are the main driving force of self-development.

1. Creativity and initiative

The ability to search for new methods, to look at the educational process with fresh eyes encourages the teacher to constantly learn.

2. Self-awareness and assessment

A deep sense of the need for personal development encourages the teacher to constantly update.

2. External (objective) factors include: Reforms in the education system, state educational standards, international assessment programs (PISA, PIRLS, TIMSS), methodological support of the school, professional communities, online educational resources and open educational platforms

These factors force the teacher to master modern knowledge and implement innovations that require time.

Innovative methods of self-development

1. Portfolio management. All the skills, achievements, lesson developments and self-analysis documents of the teacher are collected. An effective method for monitoring professional growth.

2. Mentoring and coaching. The process of training, advising and guiding young teachers by experienced teachers.

3. Development through digital technologies:

- online courses (Coursera, Udemy, Ziyonet)
- webinars



- digital methodological platforms
4. Researcher teacher model. The teacher becomes a researcher who scientifically analyzes his practice. This model plays a key role in advanced education systems such as Finland and Singapore.
5. Learning interactive methods. New methods are mastered through trainings, practical seminars, lesson observation and analysis.

Professional competence is a set of knowledge, skills, qualifications, personal qualities and values that a teacher needs to effectively perform his professional activities. This competence includes methodological preparation, the ability to use pedagogical technologies, communicative skills, psychological knowledge and a creative approach. High professional competence is the main indicator that determines the effectiveness of a teacher's lesson, the culture of working with students and the quality of the educational process.

Self-development of a teacher is a continuous, systematic and conscious professional process. This process:

- increases the methodological skills of the teacher;
- ensures efficiency in the educational process;
- has a direct impact on improving the quality of education;
- makes the teacher an innovative, creative and competitive professional.

Modern education requires teachers not only to impart knowledge, but also to work on themselves, create innovations, develop the cognitive potential of students, and manage the educational process on pedagogical and psychological grounds. Therefore, self-development becomes an integral part of a teacher's professional life.

Discussion. The analysis showed that the following qualities are formed in self-developing teachers: high professional reflection, effective communication with students, readiness to use innovative technologies, creative pedagogical approach, competitiveness.

Continuous self-development adapts the teacher to the needs of modern education. In the education system of Uzbekistan, such programs as "Teacher - 2030" and "Digital Education" create favorable conditions for the professional growth of the teacher.

The study shows that the quality of lessons, indicators of the use of innovative technologies, and the culture of working with students of teachers who systematically organize the process of self-development significantly increase.

Conclusion: The self-development of a teacher is an integral part of the modern education system. According to the results of the study, the process of self-development is carried out through the stages of diagnostics, planning, practical and evaluation. Innovative technologies, digital resources, mentoring and portfolio accelerate the professional growth of a teacher. Internal motivation, creativity and external methodological support are the basis for the continuous development of a teacher. The concept of lifelong learning involves the teacher in the process of active learning in accordance with global educational standards.

As a result, a self-developed teacher becomes an innovative, creative, methodologically mature, competitive specialist. This directly contributes to the improvement of the quality of education and student competence.

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