

MONITORING THE DEVELOPMENT OF PROFESSIONAL TEACHING STAFF: PROBLEMS AND SOLUTIONS

Akhmetova K. I.

Associate Professor at Renaissance University

Uzbekistan, Tashkent

tdiu_69k@mail.ru

Latipova D. N.

Student at Renaissance University

Uzbekistan, Tashkent

latipova.dilafruz@gmail.com

Abstract:

The article examines current issues of organizing monitoring of advanced training of teaching staff in the vocational education system in the context of modernization of the educational sphere of the Republic of Uzbekistan. This article analyzes current approaches to assessing the effectiveness of teacher training and identifies key issues with the existing monitoring system, including the lack of objectivity in assessment procedures, the lack of comprehensive criteria for assessing teachers' professional development, the limited use of digital technologies, and the insufficient connection between monitoring results and the quality of the educational process. Proposed areas for improving monitoring include the introduction of digital assessment tools, a competency-based approach, individual educational trajectories, and modern feedback mechanisms. It is concluded that improving the system of monitoring advanced training is one of the key factors in ensuring the quality of professional education and increasing the competitiveness of educational organizations.

Keywords: Monitoring, advanced training, teaching staff, professional education, competency-based approach, digitalization of education, quality of education, performance assessment, professional competencies, continuous professional development.



Introduction

**МОНИТОРИНГ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ
ПЕДАГОГИЧЕСКИХ КАДРОВ ПРОФЕССИОНАЛЬНОГО
ОБРАЗОВАНИЯ: ПРОБЛЕМЫ И РЕШЕНИЯ**

Ахметова К. И.

доцент университета Renessans (Узбекистан, Ташкент)

tdiu_69k@mail.ru

Латипова Д.Н.

студентка университета Renessans (Узбекистан, Ташкент)

latipova.dilafruz@gmail.com

Аннотация

В статье рассматриваются актуальные вопросы организации мониторинга повышения квалификации педагогических кадров системы профессионального образования в условиях модернизации образовательной сферы Республики Узбекистан. Проанализированы современные подходы к оценке эффективности повышения квалификации педагогов, раскрыты основные проблемы существующей системы мониторинга, связанные с недостаточной объективностью оценочных процедур, отсутствием комплексных критериев оценки профессионального развития преподавателей, ограниченным использованием цифровых технологий и недостаточной взаимосвязью результатов мониторинга с качеством образовательного процесса. Предложены направления совершенствования мониторинга посредством внедрения цифровых инструментов оценки, компетентностного подхода, индивидуальных образовательных траекторий и современных механизмов обратной связи. Сделан вывод о том, что совершенствование системы мониторинга повышения квалификации является одним из ключевых факторов обеспечения качества профессионального образования и повышения конкурентоспособности образовательных организаций.



Ключевые слова: мониторинг, повышение квалификации, педагогические кадры, профессиональное образование, компетентностный подход, цифровизация образования, качество образования, оценка эффективности, профессиональные компетенции, непрерывное профессиональное развитие.

Introduction

The current stage of development of the education system is characterized by intensive processes of modernization, digital transformation, and improvement of educational quality management mechanisms. Global changes in the socio-economic sphere, the rapid development of information technology, the updating of vocational education content, and the growing demands of the labor market necessitate the continuous professional development of teaching staff. Teachers are becoming key figures in ensuring the implementation of state educational policy, the training of competitive specialists, and the development of human capital.

In the Republic of Uzbekistan, issues of improving vocational education have received special attention in recent years. State education policy is aimed at creating a modern system for training specialists that meets international requirements and the country's national development priorities. In this regard, the importance of improving the qualifications of teaching staff as one of the most important tools for ensuring the quality of the educational process has significantly increased [1, 2, 3].

In this regard, improving monitoring is becoming a priority area for the development of vocational education in the Republic of Uzbekistan, as an objective assessment of teachers' professional growth ensures sustainable improvement in the quality of the educational process, the development of the human resources potential of educational institutions, and the enhancement of the competitiveness of the national education system.

The purpose of this article is to comprehensively analyze the existing problems in organizing monitoring of the advanced training of teaching staff in vocational education, as well as to identify promising areas for its improvement in the current context of the development of the educational system in the Republic of Uzbekistan.



In scientific literature, the concept of "monitoring" is considered as a system of continuous observation, analysis, evaluation, and forecasting of the state of the object under study for the purpose of making timely, effective management decisions [5]. In the field of education, monitoring is a targeted process of systematically obtaining, processing, and analyzing information reflecting the quality of educational activities, the dynamics of the educational organization's development, and the effectiveness of educational policy implementation.

Unlike traditional control, which primarily records the results achieved at a specific stage, monitoring is focused on continuously tracking changes, identifying development trends, and predicting potential risks. This approach allows us not only to assess the current state of the educational system, but also to identify areas for its further improvement.

In the context of the system of professional development for teaching staff, monitoring is a complex of interconnected procedures that ensure the collection, processing, interpretation, and use of information on the professional development of teachers, the quality of educational programs, and the degree to which planned learning outcomes are achieved.

Modern pedagogical science views a teacher's professional competence as an integrative personal quality, encompassing a combination of professional knowledge, practical skills, teaching experience, value orientations, motivation for self-development, communication skills, digital literacy, and a willingness to innovate.

Accordingly, monitoring professional development should consider not only the level of mastery of the educational material but also changes in the teacher's professional behavior, improvement of teaching methods, the use of modern educational technologies, the development of a research culture, and the ability to organize the educational process in accordance with the requirements of a competency-based approach [7].

An important principle of monitoring is its continuity. A teacher's professional development is a long-term process that accompanies their entire professional life. Consequently, monitoring cannot be limited to final certification after completion of professional development courses. It must ensure systematic support for teachers' professional growth, identify emerging educational needs, and promptly adjust their individual professional development trajectory.



Furthermore, the principle of comprehensiveness, which requires the use of various methods for obtaining information, is essential. Only a combination of quantitative and qualitative research methods allows for an objective assessment of the effectiveness of advanced teaching staff training.

Current Monitoring of Advanced Teaching Staff Training in the Vocational Education System of the Republic of Uzbekistan. In recent years, the Republic of Uzbekistan has consistently implemented large-scale reforms aimed at modernizing the education system, improving the training of competitive specialists, and enhancing the quality of teaching. Improving the continuous professional development system for teachers has become a priority for state educational policy. Advanced training is not viewed as a one-time event, but as an ongoing process of developing teachers' professional competencies throughout their teaching career.

The modern system of advanced teaching staff training in vocational education is built on the principles of continuity, practical focus, a competency-based approach, and the integration of digital educational technologies. At the same time, achieving the set goals is impossible without the functioning of an effective monitoring system that ensures an objective assessment of the quality of educational programs being implemented and the level of professional growth of teachers.

The modern concept of education quality management requires a shift from quantitative assessment to the analysis of the qualitative characteristics of professional development. The focus should be on changes in teachers' pedagogical activity, the level of development of professional competencies, the effectiveness of using modern educational technologies, the ability to adapt to new requirements of the educational environment, and a willingness to innovate. One of the characteristics of the modern monitoring system is the gradual introduction of digital technologies into the assessment of the professional development of teachers. Electronic educational platforms, distance learning systems, digital databases, and automated information systems significantly expand the capabilities for analyzing educational information. However, the potential of digitalization is not yet fully utilized. Many educational institutions lack unified digital tools for comprehensively assessing the effectiveness of



professional development, significantly reducing the analytical capabilities of monitoring.

An important aspect is the changing role of the teacher in the educational process. Today's teacher is no longer solely a knowledge holder. They serve as a mentor, organizer of educational activities, consultant, researcher, developer of digital educational resources, and coordinator of students' individual educational trajectories. Accordingly, the monitoring system must take into account the diversity of a teacher's professional functions and assess not only the level of subject-specific training but also the development of pedagogical, communicative, research, digital, and managerial competencies.

Key Challenges in Organizing Monitoring of Teacher Professional Development. Despite the positive changes occurring in the vocational education system of the Republic of Uzbekistan, practice reveals a number of problems that significantly reduce the effectiveness of monitoring of teacher professional development. Addressing these challenges requires a comprehensive approach that integrates organizational, methodological, psychological, and technological aspects of managing teacher professional development.

Formal Nature of Monitoring Procedures. One of the most common problems is the prevalence of a formal approach to monitoring. In many cases, assessing the effectiveness of professional development is limited to verifying whether courses have been completed, recording the number of academic hours, and analyzing final test results. However, the impact of training on the quality of teacher performance is practically never examined.

This practice significantly limits the ability to manage professional development. The resulting indicators characterize the completion of the educational program but do not allow one to determine the extent to which the acquired knowledge and skills are used by the teacher in their actual professional work. Effective monitoring should focus not only on monitoring the educational process but also on analyzing changes that occur after completion of professional development. Of particular importance is studying how teachers apply modern pedagogical technologies, improve teaching methods, organize interactions with students, and implement innovative forms of educational activity.



Insufficient development of criteria for assessing professional competencies. The lack of a unified system of criteria for assessing the professional development of vocational teachers remains a significant problem.

Many educational institutions use various indicators of teaching effectiveness, which are often unrelated and do not reflect actual changes in teachers' professional skills.

Insufficient connection between monitoring and the quality of the educational process. One of the most significant problems is the lack of a stable connection between the results of monitoring professional development and indicators of the quality of educational activities.

In many cases, the results of teacher professional development assessments are not used in making management decisions, developing new educational programs, organizing methodological work, or improving the educational institution's personnel policy.

Consequently, monitoring loses its primary purpose—providing feedback between teacher professional development and the quality of student training.

Modern research indicates that the effectiveness of professional development should be assessed through a system of interconnected indicators that include changes in teacher professional performance, student educational achievement, the quality of the educational process, the level of satisfaction of educational participants, and the development of the educational institution as a whole.

Limited use of the analytical capabilities of digital technologies. The development of a digital educational environment creates fundamentally new opportunities for monitoring the professional development of teaching staff. However, in most educational institutions, digital technologies are used primarily as a means of storing information, registering course participants, and conducting final assessments.

At the same time, modern analytical tools allow for a much more in-depth analysis of teachers' professional development.

The use of big data analytics, artificial intelligence, adaptive educational platforms, digital portfolios, and automated competency assessment systems creates the conditions for developing personalized models for the professional development of each teacher.



Insufficient implementation of such technologies significantly limits the ability to objectively assess the effectiveness of professional development and reduces the quality of management decisions.

Teachers are insufficiently motivated to participate in monitoring procedures. The effectiveness of monitoring is largely determined by the teachers' own attitudes toward professional development assessment procedures.

Experience shows that teachers often perceive monitoring solely as administrative oversight aimed at identifying shortcomings in professional performance. This perception leads to a decrease in teachers' interest in objective self-assessment, formal participation in diagnostic activities, and a desire to present only positive results of their work.

From a psychological perspective, this situation is explained by the lack of a developed culture of professional reflection and an insufficient understanding of the developmental potential of monitoring.

Developing a positive attitude among teachers toward monitoring procedures is only possible if objective assessments are ensured, criteria are transparent, the results of individual assessments are kept confidential, and the data obtained are used exclusively for professional development purposes.

Ways to improve monitoring of teaching staff development. Current trends in the development of professional education indicate the need to move from the traditional model of monitoring learning outcomes to a comprehensive system for managing the professional development of teaching staff. Under these conditions, monitoring should perform not only diagnostic functions, but also prognostic, analytical, corrective, and developmental ones. Its main objective is to ensure an objective assessment of teachers' professional growth, promptly identify educational needs, and create conditions for the continuous improvement of teaching.

One of the priority areas for improving monitoring is the implementation of a competency-based approach. A modern assessment system should focus not on assessing the volume of information learned, but on determining the level of development of the professional competencies necessary for effective teaching. This assessment focuses not only on teachers' subject knowledge, but also on their ability to apply modern educational technologies, organize practice-oriented



learning, utilize digital tools, engage in pedagogical reflection, and effectively interact with students.

The integration of digital technologies into monitoring processes is particularly relevant. The use of modern information systems significantly expands the capabilities for analyzing the professional development of teaching staff. Electronic educational platforms facilitate the accumulation of information on learning outcomes, teachers' participation in research and methodological activities, the development of teaching materials, publication activity, the acquisition of digital competencies, and the use of innovative teaching methods. A promising area is the creation of a digital professional portfolio for teachers. Such a portfolio should reflect the dynamics of professional growth, achievements in teaching, research, and methodological work, the results of participation in projects, competitions, and conferences, publication activity, feedback from students and colleagues, and the results of an independent assessment of professional competencies. Analyzing such data allows for a more objective understanding of the effectiveness of professional development and the identification of individual areas for further professional development.

An important condition for improving monitoring is the development of feedback mechanisms. The obtained results should be used not only by the educational institution's administration but also by the teachers themselves. Recognizing the strengths of one's professional work, understanding existing challenges, and receiving scientifically sound recommendations contribute to the development of sustainable motivation for professional self-improvement.

An equally important area is the development of uniform criteria for assessing the professional development of teaching staff. The system of indicators should take into account the specifics of professional education, the characteristics of various teaching specialties, and modern employer requirements for the quality of graduate training. The use of uniform criteria ensures the comparability of monitoring results, increases the objectivity of assessments, and facilitates the improvement of educational institutions' personnel policies.

Psychological aspects of the effectiveness of monitoring teachers' professional development. A teacher's professional development is a complex psychological process that includes changes in professional thinking, the development of motivation, the refinement of professionally significant personal qualities, and the



development of a readiness for innovative activity. Therefore, the effectiveness of monitoring is determined not only by the excellence of diagnostic procedures but also by the consideration of the psychological patterns of a teacher's professional development.

One of the leading factors in successful professional development is a teacher's intrinsic motivation for teaching. Research in educational psychology indicates that sustainable changes in professional activity occur only when teachers recognize the need for their own development and view professional development as a means of achieving professional mastery, rather than as a mandatory administrative procedure.

The development of professional reflection plays an important role. The ability to objectively analyze one's own teaching activities, evaluate the results achieved, identify professional difficulties, and determine prospects for further development is a crucial characteristic of a modern teacher. In this regard, monitoring should contribute to the formation of a reflective culture of teachers through the use of self-assessment, professional counseling, expert support and individual analysis of the results of professional activity.

Practical recommendations for improving monitoring. Based on the analysis, it seems appropriate to recommend that vocational education institutions implement the following measures:

- 1) develop a unified system of criteria for assessing the professional competencies of teaching staff;
- 2) implement digital platforms for monitoring teacher professional development;
- 3) ensure continuous monitoring at all stages of teacher professional development;
- 4) integrate monitoring results into the education quality management system;
- 5) organize regular assessments of teachers' educational needs;
- 6) ensure individualization of professional development programs based on monitoring results;
- 7) improve training for educational institution leaders on the analytical use of monitoring results;
- 8) develop digital competencies of teaching staff and specialists implementing assessment procedures.



Comprehensive implementation of these measures will significantly improve the effectiveness of managing the professional development of teaching staff, ensure objective assessment of professional development results, and create conditions for sustainable improvement in the quality of vocational education.

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