

PROFESSIONAL SELF-DETERMINATION OF A TEACHER: OPPORTUNITIES AND DIFFICULTIES

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A B S T R A C T	K E Y W O R D S
This article discusses the possible difficulties and problems that a teacher may find in professional self-determination. The process of self-determination of a teacher is like a challenge that requires solving various problems.	

Introduction

Throughout the article, various opportunities and difficulties are analyzed in detail according to different aspects: uncertainty and difficulties in setting professional goals; conflicts between their personal values and the requirements of the educational institution; difficulties in establishing and communicating with students; problems with lack of support and resources; lack of motivation and fatigue; difficulties in using new techniques and technologies; the need for constant learning and self-improvement.

In addition to the above, the article boldly states that these difficulties and problems are natural and can be overcome. It enables teachers to receive support and training, access professional networks and resources, and develop skills for self-reflection and self-awareness. The author believes that overcoming these difficulties and problems will allow teachers to achieve more successful professional self-determination and increase their effectiveness in working with students.

It would not be wrong to say that the teaching profession is one of the most important and responsible professions in society. Pedagogical activity is aimed at raising and educating the new generation, forming and developing their personality. However, being successful as a teacher requires a clear professional self-definition that includes an understanding of one's role, goals and objectives, and the abilities and skills needed to be successful.

In this article, we consider the opportunities and challenges of professional self-determination of teachers.

A teacher's professional self-determination is an important aspect of successful teaching. The teacher has the opportunity to choose the direction of education, professional development and independently determine his pedagogical practice. However, the teacher's professional self-determination opportunities are associated with certain difficulties, such as the limitations of the educational system, responsibility to society and parents, as well as interaction with the pedagogical team. It is important for each teacher to find a balance between their professional goals and the expectations of others in order to successfully fulfill their teaching mission.

Professional goals represent the desired achievements and level of professional development that the teacher strives to achieve in his work. The expected result is the specific value that the teacher expects to receive as a result of achieving his professional goals.

A teacher's professional goals may include different aspects of his work. This includes improving student learning and achievement, developing specific skills or competencies, improving the quality of teaching or student leadership, developing or implementing new methods and approaches in education, and participating in professional developments or initiatives and may include many more.

The expected results that the teacher may imagine may be measurable or not. For example, the measured outcome could be a certain percentage increase in student performance, the level of student participation and engagement in the learning process, or the number of innovative techniques developed and implemented. At the same time, the result may not be a specific number or value, but, for example, satisfaction on the part of students and their parents, positive feedback from colleagues or managers, as well as the development of professional identity and the growth of the teacher's personality.

Professional goals and expected results are a kind of guideline for the teacher and can serve as motivation to achieve them. They help the teacher determine the direction and plan of action, understand his priorities and resources, and measure his progress and success in his professional activities.

However, professional goals and expected results can also change and evolve during the course of a teacher's work. With interaction with students, work experience, and new challenges, the educator can reconsider and redefine his goals to adapt to changing conditions and student needs.

Professional self-determination of a teacher includes consideration of the opportunities and difficulties that teachers face when choosing and developing their professional career.

The most important aspects:

1. choice of the teaching profession: consideration of motivation, interests and values that influence the decision to become a teacher;
2. professional development: description of various opportunities and ways to develop professional skills, for example, participation in trainings, educational programs, master classes, professional communities and conferences;
3. realization of potential: analysis of factors that may limit or contribute to the full realization of teaching potential.

One of the main opportunities for professional self-determination of a teacher is the choice of educational direction. The modern education system provides a wide range of educational programs and specializations, which allows each teacher to choose the direction that best suits his interests and abilities. For example, an educational psychologist can work in a school or kindergarten, as well as in specialized institutions for children with special needs.

Another important opportunity for professional self-determination of a teacher is professional development. Continuous training and advanced training allow teachers to improve their skills and knowledge, keep abreast of the latest trends in education and apply new techniques. Also, a teacher can choose a direction for additional education, for example, becoming a specialist in the use of information and communication technologies in education.

The next important aspect is self-determination in teaching practice.

The teacher has the opportunity to independently determine his teaching practice. He can choose methods and approaches that are most effective in achieving the goals of education and upbringing. For

example, a teacher can actively use interactive teaching methods, stimulate students' independent work, or organize project activities.

During the professional self-determination of a teacher, various difficulties and problems may arise. Some of them include:

- Uncertainty and difficulties in determining one's professional goals and direction of development. An educator may feel unsure about who they want to be in the profession and what specific goals and expected results to pursue.
- Contradictions between one's own values and the requirements of the education system or educational institution. An educator may be faced with a situation where his own beliefs and teaching values do not correspond to the standards or policies of the educational system with which he works.
- Difficulties in building relationships with students. Each teacher is unique in their teaching style and interaction with students. However, such a difference may cause resistance or misunderstanding on the part of students who are accustomed to a different approach to learning.
- Lack of support and resources from colleagues, management or educational organization. In the process of self-determination, a teacher may be faced with the need to receive advice or support in his professional growth, but these opportunities may be limited.
- Low motivation and fatigue. Teaching work can be physically and emotionally demanding, and it can sometimes be difficult for educators to stay motivated and energized.
- Difficulties in applying new techniques and technologies. With the development of education and the introduction of new approaches and technologies into practice, the teacher may face challenges in their application and integration into the educational process.
- Continuous learning and self-improvement. The teaching profession requires constant learning and a willingness to improve oneself in order to keep abreast of the latest trends and techniques in education. However, finding and accessing suitable educational programs and resources can be difficult and costly.

It is important to understand and remember that these difficulties and challenges are natural parts of a teacher's professional self-determination. Each teacher who aims to overcome them should seek help from colleagues, educational organizations, participate in professional communities, undergo professional training or develop self-reflection and self-analysis skills. It is important to remember that professional self-determination is an ongoing process that requires attention to important aspects such as flexibility, adaptability, and professional growth and development.

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