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- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
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- 13.00.09 Ijtimoiy pedagogika
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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MOTIVATIONAL READINESS FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

Okilova Kamola Sadulloevna

Associate Professor of the Department of Pedagogy,
Psychology and Educational Technology,
Samarkand Regional Center for Pedagogical Skills

Abstract: This article analyzes the role of educational institutions and teachers in building the foundation of the “New Uzbekistan.” The author highlights the significance of “motivational readiness competencies” in developing teachers’ personal and professional skills. Drawing upon the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, the necessity for educators to adapt to innovations, engage in strategic planning, and pursue continuous independent learning is justified. The article also examines existing contradictions between continuous professional development and the practical activities of teachers, offering insights into overcoming these challenges.

Key words: New Uzbekistan, motivational readiness competencies, professional development, innovative processes, pedagogical activity, self-development, strategic planning, improving educational quality.

Annotatsiya: Ushbu maqolada “Yangi O‘zbekiston” poydevorini shakllantirishda ta’lim muassasalari va pedagoglarning o‘rni tahlil qilinadi. Muallif o‘qituvchilarning shaxsiy va kasbiy kompetensiyalarini rivojlantirishda “motivatsion tayyorgarlik kompetensiyalari”ning ahamiyatini yoritib beradi. Shuningdek, O‘zbekiston Respublikasi Xalq ta’limi tizimini 2030-yilgacha rivojlantirish konsepsiyasidan kelib chiqqan holda, pedagoglarning innovatsiyalarga moslashuvchanligi, strategik rejalashtirish va doimiy o‘z ustida ishlash zarurati asoslab berilgan. Maqolada uzluksiz kasbiy rivojlanish va o‘qituvchilarning amaliy faoliyati o‘rtasidagi mavjud qarama-qarshiliklar ko‘rib chiqiladi hamda ularni bartaraf etish yo‘llari muhokama qilinadi.

Kalit so‘zlar: Yangi O‘zbekiston, motivatsion tayyorgarlik kompetensiyalari, kasbiy rivojlanish, innovatsion jarayonlar, pedagogik faoliyat, o‘z-o‘zini rivojlantirish, strategik rejalashtirish, ta’lim sifatini oshirish.

Аннотация: В данной статье анализируется роль образовательных учреждений и педагогов в создании фундамента “Нового Узбекистана”. Автор подчеркивает важность “компетенций мотивационной готовности” в развитии личностных и профессиональных навыков учителей. На основе Концепции развития системы народного образования Республики Узбекистан до 2030 года обосновывается необходимость адаптации педагогов к инновациям, стратегического планирования и постоянного самообразования. В статье также рассматриваются существующие противоречия между непрерывным профессиональным развитием и практической деятельностью учителей, а также обсуждаются пути их преодоления.

Ключевые слова: Новый Узбекистан, компетенции мотивационной готовности, профессиональное развитие, инновационные процессы, педагогическая деятельность, саморазвитие, стратегическое планирование, повышение качества образования.

INTRODUCTION

The solid foundation of the New Uzbekistan is being created within educational institutions. President Sh. Mirziyoyev emphasized this by stating that “the threshold of the New Uzbekistan begins at school.” Accordingly, today the goals of education are progressively developing and moving toward advancement. In this rapid development, the teacher is considered the key factor.

Effective management of innovative processes aimed at developing teachers’ personal and professional competencies, increasing their interest in these processes, and achieving the intended outcomes requires motivational readiness competencies. These include dialectical thinking, periodicity, validity, conflict awareness, significance, risk-taking, the ability to characterize leadership styles, situational awareness, structural organization, the ability to form strategies for innovative actions, leadership, social orientation, the ability to differentiate education methodologically, acceptance of innovations, adaptability, responsibility, and continuous independent learning.



This, in turn, necessitates that pedagogical staff develop competencies to respond effectively to new approaches, changes, principles, and challenges, as well as to independently introduce conscious and creative transformations. Indeed, in the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030, it is defined as a priority task for teachers to “master modern theories of teaching, understand pedagogy and psychology, acquire competencies in teaching, and adopt a learner-centered approach,” as well as to “develop modern forms of strategic planning in public education management and expand the practice of using advanced international experience, innovative ideas, developments, and technologies in the field” [1, 2].

Competence in self-development reflects a teacher’s attitude toward their profession. Viewing it as a conceptual project of activity requires educators to be capable of solving complex professional tasks and pedagogical situations, being open to innovation, proactive, and motivated. Therefore, this process requires teachers to reconsider and, when necessary, restructure their professional activities. This is one of the system’s priority tasks.

LITERATURE REVIEW

Research and analysis of the literature related to the issue reveal the following contradictions between continuous professional development and teachers’ practical activities, as well as their motivational readiness for self-development:

- insufficient pedagogical and psychological attention to developing teachers’ motivational readiness competence in continuous professional development;
- lack of methodological recommendations for enhancing teachers’ adaptability to innovation, flexibility to change, alignment with modern learners, and development of scientific-methodological potential;
- undefined content, methods, tools, and forms for developing motivational readiness competence in continuous professional development;
- teachers’ insufficient awareness of professional development opportunities, including short-term training courses.

Based on the above, it is necessary to implement a competence-based approach to continuous professional development (CPD), improve teachers’ competency levels, and conduct comprehensive scientific research on all aspects of this process. At the same time, it should be noted that interpreting competence as a pedagogical phenomenon is somewhat complex. The concept originated from the socio-economic sciences and has only recently entered pedagogy, where it has not yet been fully integrated into teaching systems, resulting in various interpretations.

Thus, understanding competence-based approaches helps clarify the essence of motivational readiness competence. This approach requires the effective use of innovative technologies aimed at improving personal effectiveness, enriching educational content, and enhancing scientific-methodological potential.

Motivational readiness involves increasing teachers’ interest, applying acquired knowledge and skills in new situations, drawing conclusions from observations, and providing training programs that stimulate self-development and meet professional needs. These are considered priority tasks in professional development [3, 4].

Competence-based education not only develops the ability to apply knowledge, skills, and competencies in personal, professional, and social activities but also fosters independence, active citizenship, initiative, effective use of media and ICT, conscious career choice, and adherence to lifelong learning principles.

According to scholars, “competence” refers to a field or domain that an individual has mastered and is ready to act in. “Competency,” however, reflects a person’s ability to effectively perform activities in a specific area [10].

O. Qo’ysinov defines competence as not only possessing knowledge and experience but also the ability to use them effectively in professional duties. He identifies three types of competence:

1. Integrative competence – the ability to acquire and apply knowledge in rapidly changing environments;
2. Socio-psychological competence – understanding human behavior, motivation, communication skills, and social interaction;
3. Managerial competence – decision-making, information management, and working with people.

According to Sh. S. Sharipov, competence is the degree to which a person’s knowledge, skills, and experience correspond to their professional status and ability to solve problems. It also includes initiative, teamwork, communication skills, critical thinking, and information management.

Competence is also associated with personal qualities such as ethics, organizational ability, leadership, and communication. It implies a broad worldview, a high cultural level, professional knowledge in pedagogy, psychology, and management, and the ability to apply and develop this knowledge in practice.

Pedagogical research highlights various aspects and components of competence, enabling a deeper understanding from a pedagogical perspective.

RESEARCH METHODOLOGY

This study employed a qualitative research design based on document analysis and comparative analysis methods to examine the concept of motivational readiness for continuous professional development among teachers. Relevant national policy documents, scientific literature, dissertations, monographs, and normative legal acts related to teacher professional competence and lifelong learning were systematically reviewed and analyzed.

The document analysis method was used to identify theoretical approaches, conceptual frameworks, and policy priorities concerning teachers' motivational readiness competencies. In particular, the study examined the Development Concept of the Public Education System of the Republic of Uzbekistan until 2030, as well as scientific works addressing professional competence, innovation in education, and teachers' continuous professional development.

A comparative analysis method was applied to compare the views of different scholars on the concepts of competence, competency, and motivational readiness. This method made it possible to determine the common and distinctive aspects of various theoretical approaches and to evaluate their applicability to the modern education system.

Furthermore, the methods of analysis, synthesis, and generalization were employed to systematize the collected information and formulate scientifically grounded conclusions. The findings were interpreted within the framework of the competence-based approach, which emphasizes teachers' ability to adapt to educational innovations, engage in lifelong learning, and continuously improve their professional performance.

The application of these research methods ensured the reliability of the findings and provided a comprehensive understanding of the role of motivational readiness competencies in promoting teachers' continuous professional development.

ANALYSIS AND RESULTS

In general, competence can be interpreted as a category of activity reflecting readiness, capability, and the result of certain actions. It manifests itself in professional, social, and other activities aimed at achieving specific goals. Ultimately, competence is the level of an individual's ability to function successfully in society and their profession, based on developed skills and experience. The level of competence is evaluated based on the outcomes of a person's work and the extent to which it meets professional requirements.

CONCLUSION AND RECOMMENDATIONS

The findings of this study demonstrate that motivational readiness is a fundamental component of teachers' continuous professional development and plays a decisive role in improving the quality of educational processes. The analysis shows that the successful implementation of educational reforms depends not only on teachers' professional knowledge and skills but also on their motivation to embrace innovation, engage in lifelong learning, and continuously improve their competencies. A competence-based approach creates favorable conditions for enhancing teachers' adaptability, creativity, leadership, and responsibility in professional practice.

At the same time, the study identified several challenges affecting teachers' motivational readiness for continuous professional development. These include insufficient methodological support, limited opportunities for professional self-development, inadequate awareness of innovative educational approaches, and the absence of comprehensive mechanisms for assessing motivational readiness competencies.

Based on the findings, the following recommendations are proposed:

- strengthen competence-based professional development programs by integrating motivational readiness components into teacher training curricula;
- expand continuous professional development opportunities through modern digital technologies, online learning platforms, and flexible training formats;
- develop practical methodological guidelines to support teachers' professional self-development and innovation-oriented activities;



- establish systematic monitoring and assessment mechanisms to evaluate teachers' motivational readiness competencies and identify areas for further improvement;
- encourage the dissemination of national and international best practices that promote innovation, strategic thinking, and lifelong learning among educators.

Implementing these recommendations will contribute to improving teachers' professional competence, increasing their readiness for educational innovation, and enhancing the overall quality and effectiveness of the education system.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

Mas'ul muharrir: Ramzidin Ashurov

Ingliz tili muharriri: Murod Xoliyorov

Musahhih: Alibek Zokirov

Sahifalovchi va dizayner: Iskandar Islomov

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