

Individualised Professional Development as a Priority Factor in The Formation of Future Professionalism

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Abstract: Today, increasing the competitiveness of graduates from higher education institutions in the labour market, evaluating the individual professional development of pedagogues, improving diagnostic support, developing student- teachers' professional identities, and implementing the functional tasks of the higher education system based on international and national requirements research are regarded as urgent issues. From this perspective, it is critical to assess student-teachers' individual professional growth in terms of internationalisation of the educational process through advanced overseas experiences and the creation of an innovative educational environment. This article addresses the topics of professional maturity, professional personality and its description, the substance of developing professional characteristics in a future teacher, and the development of professional and pedagogical qualities in a future teacher.

Keywords: Individuality, Professional Development, Diagnosis, Tendency, Creativity, Pedagogical Creativity, Professional Quality, Pedagogue, Behavior

Introduction

In today's globalized period, it is critical for a person to produce something new in his every day professional activities, to generate new inventive ideas, to pick an effective course of action in a variety of unexpected scenarios, and to make sound judgments (Carey & Coutts, 2021). If you look at global development patterns, you will notice the quick rejection of new ideas, optimised processes, and innovations, as well as the rapid growth in the weight of competition in this direction. As a result, several new branches of science were founded (Adkoli, 2019). All of this is dependent on the human aspect, namely the content of his own professional growth. From this perspective, it is becoming increasingly vital to examine the educational system, its aims, and tasks (Wende, 2000).

Methodology

On a worldwide scale, scientific research is being undertaken in the subject of pedagogy with the goal of improving the individual professional development of pedagogues and students in higher education institutions (Crosier and Parveva, 2013). These scientific research are organised not only around educational studies, but also around a variety of fields, with integrative studies becoming increasingly important. In addition to the primary tasks of modernising and adapting the educational system to individual capabilities, the rapid movement of innovation in various fields of science and economics, as well as the internationalisation process, is defined as the determination and development of independence, initiative, leadership, and organisational qualities in student-teachers (Maitra et al., 2021).

Individual professional growth is critical in both educational and economic contexts. Economic principles are frequently applied in education, particularly in pedagogues' individual professional growth. Professionals who are prepared for vertical and horizontal social shifts and have established professional mobility are in higher demand than ever before (Grebenyk & Sosnenko, 2021). The state is interested in people's labour and should encourage them to participate actively in the economy. During the country's integration into the global economy, the mobility of labour resources contributes to increased economic competitiveness and the reduction of social inequalities across areas. Furthermore, population mobility is vital for the successful promotion of regional local government (Zaverukha et al., 2022).

A pedagogue's speciality is defined as a specific form of activity within the context of a pedagogical speciality that is tied to a specific subject of work and a specific role of a specialist. Pedagogical qualification is the amount and kind of professional-pedagogical training that signifies a specialist's ability to do a certain type of work (Reimer et al., 2019).

Professional-pedagogical activity integrates numerous components into a cohesive structure. Podlasiy (2001) developed a categorization for the structure of professional potential. Based on this categorization, Egamberdiyeva (2009) identifies the components of professional maturity (professionalisation), socialisation, humanization, and cultural creativity in pedagogical education that match to current trends. This component is mentioned as follows: Pedagogical culture; pedagogic creativity; pedagogical intelligence; extensive professional knowledge; personal activity style; creative initiative growth; individual activity; humanitarian attitude; social involvement (Brown et al., 2020).

Result and Discussion

Any professional activity is carried out within the framework of a system for developing necessary professional talents, and this activity requires a set of established

qualities. According to Karpov's definition (2011), "necessary professional quality" as "it is an individual characteristic of the subject of activity that is sufficient and necessary for implementation at the level of the established standard." Karpov (2011) researched the structure of professional maturity and established a set of individual traits that include (Sadikovna et al., 2020):

1. absolute necessary professional qualities - a characteristic necessary for performing activities at an average level (Toit et al., 2022);
2. important necessary professional qualities that determine the possibility of achieving high and quality indicators of activity;
3. motivational readiness to perform this or that activity (Karpov, et, al., 2011).

Ibragimov (2019), a pedagogue, scientist, and academician, divides the professional skills of prospective instructors into three groups, as shown in table below (Shen et al., 2021).

Table-1. A PROFESSIONAL AND HIS/HER DESCRIPTION

No	Qualities of a professional;	Description
1	Psychological description reflecting competence for this type of activity	mental processes in professional activity (perception, memory, imagination, thinking), mental states (fatigue, apathy, stress, depression), attention as a state of awareness, emotional (indifference, restraint) and volitional (stability, consistency, affectivity) requirements affecting
2	Psychological and pedagogical qualities related to the development of pedagogical activity	psychoanalytic qualities: self-control, self-criticism, the ability to evaluate one's own behavior, in addition, qualities of stability: physical fitness, the ability to control one's emotions, o being able to listen to oneself
3	Psychological-pedagogical qualities aimed at creating a personal and professional image	Communicativeness (communicating effectively with people), empathy (feeling sorry for people, sharing their sorrows), visibility (personal appearance), expressiveness of speech (being able to listen to thoughts and express one's own words) persuasion)

Avazbaev (2001) identified the following degrees of integration of professional quality formation content (Tomlinson & Jackson, 2021):

1. Integration according to function (methodological, career-oriented, problematic, integrity, systematic, communicative, organisational)(DeWitt et al., 2022).
2. Integration in accordance with development trends (priority of education, democratisation of education, humanization of education, socialisation of education, national orientation of education, emphasis on teaching a well-rounded person, integrated tie of education and nurturing being;
3. Integration according to direction (enhancing the teacher's reputation, improving the educational institution, introducing new educational technology, integrating professional education, science, and production, and establishing international collaboration).
4. Integration by kind (generic methodological, general scientific, particular scientific, and problematic)(Bhatia-Lin et al., 2021).
5. Integration by level (integrity, didactic synthesis, and interdisciplinarity).
6. Integration based on level of implementation (traditional and non-traditional) (Avazbaev, 2001).

Discussion.

Future teachers' individual and professional growth must be consistent with educational trends. Individual-professional growth is closely linked to educational innovations, techniques, perspectives, and objectives(Chandran et al., 2019). As an example, consider the following situation: the process of technological convergence of pedagogical and special-methodological sciences has taken on a new meaning, and this situation is explained by the application of digital technologies to the educational process, as well as educational forms, methods, and tools that will serve as the foundation for the development of new innovative and pedagogical technologies (Karpov, et, al., 2011).

As the ultimate objective of developing the professional and pedagogical abilities of the prospective teacher, attention is made to the following(Macneill et al., 2020):

- in the professional-pedagogical preparation of the future teacher, the main attention is paid to the formation based on the means of educational science, the content of pedagogical activity and the student's personal capabilities, age and developmental characteristics;

- it is based on the ability to achieve personal activity while having a comprehensive vision of the content and tasks of professional and pedagogical activity, problems to be solved in this process and conflicts and difficulties that may arise;

- the preparation of the future teacher from a psycho-pedagogical point of view is aimed at a specific goal, i.e., the structure and content of pedagogical and psychological

knowledge determined by the specificity of professional-pedagogical activity organized in the educational institution (Nairz-Wirth & Feldmann, 2019).

A high level of expected outcomes is a teacher's professional qualification. Mutual logical steps are described based on the process of developing the content of the future teacher's professional and pedagogical training, which includes the time between establishing the end aim and designing the final outcome (Macheridis & Paulsson, 2019).

Conclusion

In conclusion, it is important to emphasise that prospective teachers' individual professional growth is a continual, dynamic process with several components. Furthermore, this procedure encompasses the full professional and pedagogical activity cycle.

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