Pedagogical and Psychological Features of Scientific and Methodological Supervision in the Professional Development of Teachers

Ibragimov Alamjon Amrilloevich¹, Khudoyberdiev Eldor Uktamjonovich²

¹Doctor of Philosophy (PhD) in Pedagogical Sciences, ²Samarkand regional center for retraining and advanced training of public education, Associate Professor

²Samarkand regional center for retraining and advanced training of public education, Researcher

Abstract: The article describes the pedagogical and psychological features of scientific and methodical observation in the professional development of teachers, the specificity of scientific and methodical observation among the forms of observation and the importance of continuous teacher education system. The types, forms and content of scientific and methodological observation are described.

Keywords: Supervision, accompaniment, scientific-methodological supervision, types and forms of scientific-methodological supervision, professional development, facilitation, pedagogical counselling, tutoring, moderation.

Introduction

The processes taking place in the education system require a change in the philosophy, paradigms and values of education and a new approach to learning technologies. These changes require a systemic approach to create optimal conditions for each teacher to develop intelligence and worldview, scientific and cultural level, ability to evaluate and implement pedagogical innovations, development of professional skills and creativity, as well as continuous improvement of pedagogical and psychological training.

In the context of innovative education, while the student becomes the centre of attraction that actively regulates the learning process by choosing the main trajectory in the learning environment, an important function of the teacher (teacher) is to help students to absorb information effectively and creatively. develop critical thinking skills. [5, 15-16].

Main body

If the priority factor in the implementation of the educational reform is the teacher factor, then the level of his/her professional competence reflects the effective implementation of the tasks set for the education system and the achievement of the expected results. Therefore, in continuous professional development of teachers it is necessary to raise the level of methodological work from the level of information, control, methodological support to the level of methodological guidance, assistance and support for the development of teachers' professionalism.

There is no consensus in pedagogical thinking about the interpretation of the terms 'supervision' and 'support', some studies acknowledge that they are the same action, some are complementary and some have different characteristics.

In this regard, the ideas of A. Maslow, A. Combes, K. Rogers about the phenomenal model of learning, which takes a personal character, taking into account individual-psychological features of students, careful and respectful attitude towards their interests. and needs, are expressed. Their research provides a theoretical basis for observation and support, arguing that the humanism of education is its full and adequate correspondence to human nature, aimed at the identification and development of individual abilities [9,10]. Representatives of this trend consider it a priority
to create conditions for each individual's self-knowledge and support their individual characteristics, and to create an environment that allows them to express themselves in all possible ways.

The observation has been studied in detail in studies by a number of scholars, including S. Uskova, E. I. Kazakova, A. P. Tryapitsyna, E. F. Seeer, L. G. Tarita. These studies help define observation as an independent area of pedagogical activity as a product of humanization of education.

C. S. Uskova describes observation as "... a basic pedagogical category, as a pedagogical process aimed at humanization, aimed at providing help (support, assistance, cooperation, creation of conditions) to various categories of participants in the pedagogical process and carried out by specialists".

Observation is an individual's self-determination; the subjects of the educational process (students, teachers, parents) to the process of personal formation and development, enhance the quality of their independent activity, solve pedagogical tasks and personal and professional tasks related to personal development [13, 87].

E.I. Kazakova and A.P. Tryapitsyna propose to consider supervision as an entrance to the "development zone", "creating conditions for the subject to make decisions in difficult situations" and in this context recognize the subject's autonomy as the most important factor [6, 79]. Developing E.I. Kazakova's ideas, from the point of view of lifelong learning, the theory and practice of observation can be applied to any arbitrary age of personality formation. The interactive nature of monitoring as a process is illustrated:

the condition of participation of two actors, namely the problem bearer (the observed) and the problem solver (the observer);

the activity of both parties in the problem-solving process. It is this aspect (the activity of the observer and the experience of problem solving) that distinguishes observation from other types of assistance provided to the educator.

F. Seeer provides a psychological analysis of the phenomenon of 'observation' and emphasises that prioritising reliance on the subject's inner potential and, therefore, on the right and responsibility to make one's own choices, is an important aspect of this approach. In his view, observation is the whole process of exploring, growing, developing and correcting personal formation. At the same time, observation is interpreted as helping the subject to form a goal in his field of development, creating a sense of personal responsibility for the consequences that may result from his actions [4].

L.G. Tarita interprets observation as teaching a person the art of solving life problems (professional and personal) independently and with high efficiency. That is, observation is a technology that incorporates all innovative processes that include cooperation, creativity and management to ensure the effectiveness of the subject in making optimal decisions in complex life situations [12, 11]. Usually, the subject-problem bearer cannot find an independent solution to all his/her problems on his/her own and needs outside help. On the other hand, external support can be different: implying free choice of the person or absorbing the will of the facilitator. The essence of the observation prompts us to focus on the first way of constructing a help strategy [11, 28].

There are views as a form of support for observation. In their research they divide pedagogical activities according to age and believe that support gradually turns into observation: for minors - care, for children – help, for adolescents - support, for adults - observation [10].

B. Hodjaev sees support as organising regular didactic activities in order to improve students' learning, to guide them to a certain stage of their development and, as a consequence, to realise their potential and intellectual potential, to achieve success. in their careers [17, 178].
In the study led by R. Safarova, Doctor of Pedagogical Sciences, support is interpreted as a joint activity of teachers and students in realizing students' potential. In the process of cooperation based on pedagogical support, students' personal interests, goals, opportunities, ways to overcome difficulties, obstacles to their maturity and talent, ability to achieve the desired result independently, self-education strategies, communication, creative achievements, lifestyle, independent and critical thinking are considered, supported and encouraged in development [14, 78].

Some researchers argue that there is no correlation between the concepts of supervision and support, that they are separate activities. According to their conclusion, in support, the educator is confronted with a problem or problematic situation that already exists and the observation has a preventive character in order to prevent the occurrence of these problems [5].

Our study draws on the views of P.G. Postnikov in understanding the categories of observation and support [12, 31-33]. He considers these activities as a pedagogical strategy and comes to the conclusion that they are aspects of a single process - professional development. Both situations are aimed at developing the teacher's success, professional understanding and full self-realization, creative potential of "situational activism", i.e. the ability to go beyond the traditional framework of educational tasks. Supervision implies the creation of conditions for a professional career, support is provided as a means of providing quantitative methodological assistance, updating the professional potential of the teacher and determining its orientation.

**Table 1: Support and supervision - two aspects of teacher career development**

(P. Postnikov)

<table>
<thead>
<tr>
<th>Strategy Aspects</th>
<th>Support Aspects</th>
<th>Monitoring Aspects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject of observation</td>
<td>Professional barriers, elimination of destructions</td>
<td>Professional growth</td>
</tr>
<tr>
<td>Objectives</td>
<td>To overcome problems in professional activities</td>
<td>Design a path to professional growth</td>
</tr>
<tr>
<td>Results</td>
<td>Ensuring a positive public health status</td>
<td>Improving the level of professional competence</td>
</tr>
<tr>
<td>Role situations</td>
<td>Source of information, consultant, diagnostician, teacher, expert</td>
<td>Partner (observer), specialist</td>
</tr>
<tr>
<td>Stages of activity</td>
<td>Diagnosis, problem solving, information transfer, consulting, prevention</td>
<td>Data transfer, design, prevention, implementation, self-diagnosis</td>
</tr>
<tr>
<td>Sources and incentives</td>
<td>Parents, order from the administration, personal initiative</td>
<td>Subject initiative, the need to coordinate their needs with others</td>
</tr>
</tbody>
</table>

Continuing with the logically stated ideas, we consider the category of scientific and methodological supervision of professional development in the process of continuous professional development of teachers. Scientific-methodological supervision requires a revision of the functional components of methodological work with teachers against the background of changing educational paradigms and a significant improvement of its tasks, functions and forms. This is due to the fact that the complex social task of teachers is not only to improve their professional skills, but also to effectively solve problems related to individual and personal development of students through traditional methodological work. This can only be done by organizing quality scientific and methodological supervision of teachers' continuous professional development.

It can be said that in most cases methodological work involves providing equal assistance to all subjects of education, regardless of the need for methodological assistance, and is aimed at overcoming specific problems. In this case, the independence of the subjects of education is determined by the extent to which they can benefit from this assistance.
On the contrary, methodological observation helps to solve problems related to the subject's self-expression. That is to say, the main factor is that the assistance provided does not have to correspond to a specific period of training and is carried out at his/her request. Methodological guidance aims at preventing difficulties or acquiring new ones, implying continuous (pre-planned) activity. Methodological guidance gives the probationer full autonomy in deciding whether or not to help him/her and creates conditions for free choice of forms of learning in problem solving. It is important to note that the process itself presents a reflective framework as a necessary element and interaction as a quality indicator.

The methodological monitoring programme is based on the following algorithm: diagnose the essence of the problem; identify methods of solving it; discuss options for solving problems and choose appropriate solutions; provide first aid in doing what has been conceived.

E.E.Voropaeva believes that methodological supervision is a specially organised activity aimed at raising teachers' awareness of pedagogical innovation, aimed at deepening their knowledge of innovative activity, forming the need for innovative activity, abilities and skills in applying innovative pedagogical technologies, orientation on self-development and development of creative abilities, based on a scientific approach and aimed at a specific goal [3, 7].

M.N.Pevzner, O.M.Zaichenko, V.O.Buketov interpret methodical supervision as "providing a teacher with qualified support carried out in various forms and technologies such as interrelated functions, actions, principles, methods, techniques, activities throughout his professional activity" [8, 31].

As can be seen, methodological supervision is a set of interconnected various actions to provide comprehensive assistance to a teacher in achieving the expected results in the course of professional activity. The individual and differentiated nature of methodological supervision creates conditions for meeting educational needs of a teacher, awakening his/her interest in acquiring and updating certain knowledge with deep awareness of his/her activity, the ability to realize and evaluate his/her activity, strengthening of cooperation between a teacher and a teacher, reducing the factor of dissatisfaction with the educational process of an individual.

In our study we consider scientific and methodological monitoring of teacher's professional development as a system-organisational activity, which consists in creating favourable conditions for professional growth and development of professional and pedagogical competence of a teacher throughout his/her activity, in assisting in overcoming his/her professional needs and difficulties, in conducting a set of purposeful purposeful activities. Such a view makes it possible to implement supervision as a holistic system, providing substantive and procedural unity of all its components and functioning mechanisms.

Also, understanding observation as a technology of management is an optimal solution to the problem of educators' training, providing them with constant methodological aid, not only during professional development courses, but also in the periods between courses.

Professionals carrying out supervision should pay attention to the fact that changes in pedagogical activity occur on the basis of new patterns of interaction between the educator and the educator, solidarity, high level of interaction, openness and flexibility in sharing knowledge and experience. When pedagogical situations and gaps in teacher skills are identified, analysed and solved together, communicative features, principles of communication and interaction come to the fore.

The observer does not solve the problems of the observer, but teaches people to find (create or learn) the most sensible solution that is relevant in specific life situations. Therefore, each person's learning style is unique, which is especially relevant when it comes to adult learning. D. Konyarz, D.J. Steven, G. The Van Horebeck concept divides educators into four possible (two opposing pairs) reference directions for different models of learning that are comfortable for them [8, 29-30]:

Copyright (c) 2021 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/
- orientation towards theoretical learning ("through analysis of abstract concepts") or orientation towards learning by acquiring certain skills, technologies ("copying from effective experience");
- training through reflective observation or training through active experimentation.

Based on scientific research in the field of supervision, scientific and methodological monitoring of teacher professional development can be classified according to the composition of the participants, the duration and the duration of the activity as follows:

**Table 2: Classification of methodological observations on teacher professional development (based on E.A. Aleksandrova's classification)**

<table>
<thead>
<tr>
<th>By teacher involvement (Hermeneutics)</th>
<th>By time of implementation</th>
<th>By the period of implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct methodological observation</strong> is carried out during the period of communication with the audience; <strong>Indirect methodological observation</strong>, the use of information resources, the use of individual methods and techniques of interaction.</td>
<td><strong>Progressive methodological observation</strong> is that the trainees are given &quot;information to think about&quot; without having problems. The trainees develop options for problem solving on the basis of handouts or presented pedagogical situations; <strong>Instantaneous methodological observation</strong> is conducted in the presence of a specialist at the moment when a problem arises in the trainee's activity. It is identified on the basis of the trainee's enquiry or from external indications; <strong>Preventive (final) methodological observation</strong> is carried out when the participant faces a problem. This creates conditions for the release of tension, as well as for the listener to adequately comprehend the situation that has arisen and the anticipated consequences.</td>
<td><strong>Short-term methodological observation</strong> is used when the teacher is confident in the trainee's ability to solve problems as a result of his/her internal capabilities and self-confidence; <strong>Long-term methodological observation</strong> is carried out when the trainees cannot solve their problems independently, the process is long and requires continuous observation, serious defects of professional competence are observed; <strong>Discrete methodological observation</strong>, in which problems arising in the trainee's activities are periodically corrected as necessary.</td>
</tr>
</tbody>
</table>

Methodological monitoring of the professional activity of teaching staff can be carried out through professional training, moderation, supervision, consultation, facilitation, mentoring.

Professional learning is dominated by motives of cooperation, professional and personal growth, based on solidarity rather than competition, stemming from the paradigm of interaction through information exchange. Professional training is organised in stages according to block-module principles and includes a training system that makes effective use of organisational and methodological work, information-analytical, forecasting, diagnostic and consultancy methods and actively developing developmental methods.

Pedagogical counselling involves the provision of advice on various subjects of education related to the learning process, as well as scientific and methodological monitoring of school and teaching staff activities.

Moderation is an activity aimed at realising the internal potential of the teaching staff. On the basis of moderation, special technologies are used to create an environment of free communication, mutual exchange of opinions, reasoning, which leads to necessary decisions at
the expense of the employee's internal capabilities [8, 242-264].

Supervision is based on systematic systematic advice from experienced, specially trained peer educators who constantly interact in the process, understand, analyse and implement their professional actions and professional behaviour.

Tutoring is seen by trainees as the individualisation of educational activities, the identification and facilitation of individual educational pathways and the creation of educational and social conditions in this process.

Facilitation is a stimulating influence of a teacher's activity on the activity of another teacher in the professional development system. It is based on respect for the learner's personality and the right and freedom of independent choice of educational content. The process involves referring to the life and professional experience of the teacher, creating conditions for sharing experience, stimulating pedagogical excellence.

Conclusion

Thus, methodological supervision, expressing the whole system of continuous professional development, as an innovative process ensures the satisfaction of society's requirements for the professional competence of pedagogical employees and their individual needs, increasing motivation, taking into account individual characteristics, creating favourable conditions for their professional activity, independent decision-making based on personal experience, development of reflexive abilities, creating favourable conditions for positive in

Reference


