

The Essence of the Development of Professional Mobility of Future Educators in Higher Education Institutions

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Abstract: From this point of view, in the development of the professional mobility of the future teacher in higher education institutions, a modern teacher should not only use his professional skills, high level of qualification, but also his intellect, active participation in innovative processes, quick information retrieval, processing, mobility and it is necessary to be the initiator. These requirements determine the need for pedagogues to continuously study, develop their knowledge, quickly adapt to changes and make decisions, develop their mission and develop professional mobility that expresses their constant activeness.

Keywords: education, continuing education, higher education, pedagogue, professional mobility, educational services.

The increasing demands for the quality of education and the professional skills of pedagogues require the organization of educational activities based on new approaches. In the Strategy of Actions for the further development of the Republic of Uzbekistan, "Further improvement of the continuous education system, increasing the possibilities of quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market" [1] is defined as an important priority task.

In today's modern era, the development of social, economic and political relations as a system in relation to each other, coordination based on the intelligence, knowledge, skills, skills and values of the human factor as a priority task, a new type of person, a perfect person, a new considers the issue of education of specialists, pedagogues-employees urgent. This is a huge and responsible task. The implementation of the Law "On Education" [2] in our Republic is an innovative systematic approach to educational institutions that train pedagogues and the professional competence of future pedagogues in the educational process. requires provision.

A lot of work has been carried out, such as adapting the higher education system to world standards, including it in international ratings, establishing a fair system for admission to educational institutions, and opening branches of prestigious foreign universities in our country. According to world experience, national education standards should be based not on the experience of individual countries with their own social, economic and cultural characteristics, but on the International Education Classification Standard (IEC). Only then will it be possible to train highly qualified, competitive personnel who can meet the requirements of world standards.

To increase the quality of training of highly qualified specialists and the level of coverage of higher education in Uzbekistan, to form human capital based on the requirements of the labor market, to create an attractive system of continuous training, to be highly qualified, creative and coherent thinker based on international standards, able to make independent decisions, raising a spiritually mature generation capable of demonstrating intellectual ability is the main strategic goal of the concept of development of the higher education system of the Republic of Uzbekistan until 2030 [3]. It should be noted that there are a number of requirements for teaching staff. They

are: high quality and professionalism; to have knowledge, skills, skills and basic qualities necessary for professional occupation; professional mobility, flexibility; ability to quickly adapt to changing life situations; characteristics of a competitive specialist; the ability to think independently, the ability to notice contradictions in real life and find ways to eliminate them, the ability to use modern technologies, the ability to use the acquired knowledge where and how, the ability to give creative new ideas, creative thinking ownership, the ability to use information correctly, the ability to work in a group, etc.

In order for educational institutions to achieve the goals of raising the professional quality and qualities of their specialists from the point of view of future personnel, specialists with pedagogical competence should meet the following requirements: completeness - about the studied object, process, events amount of knowledge; depth - understanding and connection of knowledge obtained from various disciplines; mobility, adaptability - the ability to use one's knowledge independently in different situations; reality, concreteness - the ability to divide knowledge into elements and apply it in specific situations; generality - the ability to tell real knowledge using concepts in a general way.

In recent years, the need to conduct scientific research on the study of mobility, professional characteristics of specialist personnel in pedagogical processes - mobility is considered one of the urgent issues. Therefore, this "mobility" [4; p. 98], "mobile person" [4; p. 98], "personal mobility" [5; p. 591], such concepts as "professional mobility" [6] do not have clearly developed and interconnected proper systematic methodological aspects. Therefore, there are difficulties in solving this issue.

L.A. Amirova, one of the research scientists, notes that mobility is mainly studied in the manifestation of activity, but as an integral feature, it can be considered in two aspects - potential and real mobility of a person. It always appears in the activity of the subject. This is related to the dynamics of the development of the motivational component and is manifested in the mobilization of work resources. They are based on: activity, mental, volitional, cognitive-content, competence processes. [7; 59-64 p].

In recent years, the term mobility has become a popular concept in educational processes. Therefore, if we interpret the word "mobility", "mobility" in Latin is mobilis - mobile, excitable, capable of quick movement, movement, exchange of emotional states, demonstration of speed of thought, easy and frequent "changeable, capable of moving quickly from one place to another" [8; p. 675]. Also, based on dictionary explanations, the concept of mobile can be applied to a teacher who has the ability to constantly develop himself, quickly react to changes, new and unexpected situations, and adapt [9; pp. 672-683]. Only a teacher with the above-mentioned characteristics will fully understand his main idea. He analyzes the fact that he consciously demonstrates his professional activity and engages in practical activities while he is engaged in teaching activities. The concept of mobility first appeared in the studies of the American sociologist P.A. Sorokin at the beginning of the last century. According to him, mobility is "the movement of a person or a social object from a certain social situation to another" [10; p. 654].

It can be noted that in the recent period, research works on mobility are being carried out in a number of fields, and scientists have given comments and definitions to the concept of mobility. In particular, L. V. Goryunova developed a theoretical model of professional mobility. He said that "the model of professional mobility consists of qualities such as integrity, readiness for changes and activity, which are professional competencies in the field of education of a person" [11; p. 63-68], expressed the opinion.

According to E. A. Poddubskaya, one of the Russian pedagogic scientists, the essence of this concept is that it represents a complex system of united and interrelated components in order to create favorable conditions for the development and self-development of learners, from the point of view of the educational process, it is pedagogical can be analyzed as an event.

In the sources, the term "personal mobility" is often found in relation to the term "mobile person". Their identification and exchange is widespread.

By professional mobility, we understand the integrative nature of self-development in the changing conditions of professional activity, the ability to quickly find a solution in certain situations, to understand professional needs and the readiness to adapt to modern requirements.

In the studies conducted by F.L. McKinsey, the influence of psychological variables such as energy, responsibility, emotional stability, politeness on the horizontal mobility of male teachers was analyzed and a conclusion was drawn from this point of view [15; p. 169]. None of these psychological variables affect mobility. Labor migration has long been the norm in American society. According to the Russians, horizontal mobility is a new phenomenon, and readiness for it largely depends on the personal characteristics of the labor subject [16; pp. 997-1007].

Our research work was carried out within the framework of a subjective approach, and professional mobility, the strategy of adapting to changing conditions for the implementation of professional activity, is considered as a special case of the general pedagogical activity strategy of the subject. The adaptation strategy that the future manager determines for himself, including the professional mobility strategy, is represented by the general activity strategy in his professional field.

They are:

First of all, operative - acquiring knowledge, skills, skills.

Secondly, emotional-volitional - student's attitude to activity, self-control and emotional experience.

Therefore, motivational - interest in activities, awareness of responsibility for performing professional tasks, striving to perform activities at a high professional level, activation of the need for professional self-development.

With high training, the training of effective types of professional mobility may not always give the expected result, but it is distinguished by its commitment to its profession, educational institution and stability in relation to its mission.

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