

## Strategy for Professional Activity Improvement of Teachers of Higher Education Institutions

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### ANNOTATION

In this article, a strategy for improving the activities of professors and teachers of higher education institutions has been developed, in which the directions for the development of professional and pedagogical activities, the valuable, academic, reflexive and student satisfaction criteria for evaluating the professional activity of teachers and related indicators are determined. Additionally, the factors affecting the development of the motivation of professors and teachers for pedagogical activities are revealed.

**Keywords:** strategy, axiological, acmeological and reflexive criteria, academic aspect, student satisfaction, teacher motivation, material, psychological and social factors

### INTRODUCTION

Empirical and theoretical studies show that the role of higher education is undoubtedly important in the formation and development of human capital, which is the driver of economic growth. It is necessary to improve the theoretical and practical methods developed by our country and foreign scientists to evaluate the place and role of higher education institutions and their professors in the development of human capital. Improving the professional activity of professors in higher education institutions is one of the main conditions for improving the quality of education. In this context, it is important to develop evaluation criteria for the development of pedagogical activity, as well as strategies that ensure teachers' self-development.

Currently, each higher education institution has its own visionary strategies and missions; therefore, focusing on strategies for improving the professional activity of professors guarantees the achievement of educational results, which is considered a priority indicator.

Here, we will touch on the essence of the concept of strategy: "strategy is an algorithm for planning actions based on dividing goals into individual parts and finding a way to achieve them" [9]. The essence of the concept of strategy is to plan and make decisions to achieve certain results under conditions of limited resources. Strategy defines the overall direction of an organization or individual, priorities, and chooses the best way to achieve goals. Strategic planning includes analysis of the current situation, determination of the organization's mission and vision, development of strategic goals and objectives, selection of appropriate strategies, and monitoring and correction of strategy implementation. The essence of strategy is to choose the best way to achieve goals and success in each case.

Many studies have been conducted in our republic and in foreign countries aimed at developing strategies for the development of higher education institutions, improving the quality of education, improving the professional competence of professors and teachers, realizing human capital, and organizing scientific research and innovation activities. In particular, in our republic, the decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030 " was adopted, **and** specific tasks for the development of the higher education system were defined [1]. On the basis of this decree, strategies for improving the quality of education of higher education institutions

and developing the fields of scientific and innovative activities were developed. also Vitalyeva NA <sup>1</sup>, Nikolayenko ON <sup>2</sup>, Mikhailov GS <sup>3</sup>from CIS scientists, Margarita Pino Huste, Beatrice Rodriguez Lopez <sup>4</sup>, Sokip AS from foreign scientists.<sup>5</sup> and others researched strategies for education and its development.

The strategy for improving the professional activity of professors in higher education institutions includes a number of important aspects that help to improve the quality of education and the effectiveness of pedagogical work. In particular, it is appropriate to consider several main strategies that create an opportunity to improve the professional activity of professors and teachers in higher education institutions:

**1. Continuous self-improvement:** the teacher must constantly update his knowledge and skills, learn new teaching methods and approaches, and follow the latest educational trends. For this, it is required that they participate in professional courses, seminars and conferences and organize and take into account the reading of special literature.

**2. Organization of teamwork:** The teacher should actively participate in the teamwork of the educational institution. Sharing experiences with colleagues, discussing problems and finding solutions together help to develop professional skills. It is necessary to pay attention to the fact that the main goal of the team corresponds to the mission and strategy of the educational institution.

**3. Evaluation of the professional activity of professors and teachers:** the activity and results of the teacher should be evaluated regularly. For this, it is necessary to focus on identifying strengths and weaknesses and improving them through SWOT analysis. Currently, many sources of professional performance evaluation have been researched. In our study, 4 groups of criteria were proposed for the assessment of professional activity.

**4. Use of innovative methods:** The teacher should be ready to use new technology and teaching methods. Innovation in teaching practice helps to make lessons interesting and effective for learners.

**5. Development of personal qualities:** The teacher should develop personal qualities such as empathy, tolerance, creative thinking, and communication skills. This helps build confidence in students and ensures more successful learning.

**6. Determining the needs and goals of students:** The teacher should always analyse the needs and interests of students to adapt his work to them. This may include the development of individual training programs or the provision of additional lessons.

**7. Interaction with parents:** The teacher should actively communicate with the parents of the students and hold parent meetings and counselling. This will help create a united front in educating and educating students. In general, the strategy for improving the teacher's professional activity should be based on continuous learning, development of personal qualities and adaptation to changes in the educational environment. This helps the teacher to be more successful and efficient in his work.

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<sup>1</sup> Vitaleva N.A. Strategy development of human resources and context public strategy organization . Diss. ...cand.sots.nauk. - Moscow, 2005. 171 p.

<sup>2</sup> Nikolaenko O.D. Strategy self-control. Autoref.diss .... kand.psych.nauk . St. Petersburg. -2006.

<sup>3</sup> Mikhailov G.S. Methodology and strategy of acmeological research . Diss. kand. psych. nauk. -Moscow, 1998. 146 p.

<sup>4</sup> Margarita Pino-Juste , Beatriz Rodríguez López. Learning Strategies in Higher Education//The international journal of learning. January 2010. Annual Review 17(1):259-274. DOI:10.18848/1447-9494/CGP/v17i01/46813.

<sup>5</sup>Sokip Asrof Syafi'i . Strategy for Improving the Quality of Universities//Journal of Education and Technology. Volume 6 Number 2 December 2022.

## LITERATURE-ANALYSIS

Based on the purpose of our research, we focused on assessment-based strategies for improving the professional performance of professors. In our research, we relied on the following criteria to evaluate the professional activity of professors and teachers:

1. Valuable criteria.
2. Experimental criteria.
3. Reflexive criteria.
4. Criteria determining student satisfaction.

The views of the great thinkers of the East about the nature of the teaching profession and its role in society have been sufficiently studied in pedagogy. In particular, the requirements for the teacher's personal and professional qualities and values are expressed in the works of our scholars such as Ibn Sina, Al-Farabi, Yusuf Hos Hajib, Alisher Navoi, and Tusi <sup>6</sup>.

According to VASlastyonin, "The internalization of values related to pedagogical activity lays the foundation stone for the professional culture of teachers <sup>7</sup>."

Pedagogical values strengthened in the teacher's mind form a system of his professional directions in interpersonal communication, creative activity, development of the child's personality, professional cooperation, and exchange of spiritual values.

Value criteria of the teacher's activity is a set of values that define his professional behavior and evaluation of the results of his work. Indicators of important value criteria for the teacher are as follows:

should follow the principle of development and support of each learner and create conditions for their self-awareness and self-determination.

2. The direction of justice: the teacher creates equal opportunities for all students, does not allow discrimination and unfairness, fair assessment of success and achievements is one of the important factors that direct the student's goal to the educational results.
3. Tolerance direction i: It is desirable for the teacher to be open to the thoughts, culture and characteristics of each student and to take into account the individual needs and characteristics of each learner.
4. Professional competence direction i: the teacher must constantly improve his professional activity, have relevant knowledge and skills, and use innovative teaching methods.
5. Professional ethics direction i: the teacher must follow the ethical norms and principles of professional activity, be honest and responsible, and respect the confidentiality of information about students.
6. Pedagogical responsibility direction i: the teacher should realize his responsibility for the development of the learner's personality, their education and upbringing, and the preparation of students for independent life and professional activity.
7. Pedagogical cooperation direction i: the teacher should actively cooperate with parents, colleagues and other professionals to achieve the common goals of education and upbringing. These axiological

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<sup>6</sup> Ibrahimov H., Kuronov M. General pedagogy. Textbook. -T.: "Sahhof", 2023. 416 pages.

<sup>7</sup>Slastyonin V.A., Chizhakova G.I. Introduction to pedagogical axiology. - M.: Academy, 2003. - P.93.

criteria are the basis for evaluating the success of pedagogical activity and help to form a high professional culture of the teacher.

of acmeology as a science that studies the laws, mechanisms, conditions and factors of the process of perfect human self-education and represents the conditions that hinder human development. Similar ideas were mentioned by AADerkach, AABodalev, GIXozainov, Yu.A. Gagin, V. Zazikin and A. Chernishov and other scientists.

Acmeology is the highest point of creativity and professionalism of specialists. Achieving perfection of a person as a subject of activity is manifested in the following types of activities: communication activity subject; to know process subject; subject of labor activity. Acmeology is the study of the rules of the development of mature people, the laws and mechanisms of human development, and physical, moral, and professional improvement.

**We offer the following indicators as acmeological criteria of the teacher's activity:**

1. Professionalism: the teacher must have a high level of knowledge, skills and qualifications related to the specialty he or she teaches. He must constantly improve his professional skills and be aware of the latest trends in the field of education.

2. Effectiveness: the teacher's activity should be aimed at achieving specific results in education and upbringing of students. The teacher must be able to determine the goals and objectives of the educational process, as well as develop effective work methods and forms to achieve these goals.

Readiness for innovation: A teacher should be ready for constant changes in the educational environment and be ready to use new technology, methods and approaches in his work. He must be open to new ideas, willing to experiment and constantly improve his professional practice.

4. Flexibility. The teacher must be able to adapt to the individual needs and characteristics of each student. He must be able to create a comfortable and supportive learning environment where each student can develop at his own pace and according to his own interests.

5. Professional ethics. A teacher must follow the ethical principles of professional activity, such as respecting the personality of the student, not allowing discrimination and violence in the educational environment, and being free from actions that do not correspond to the teacher's image.

6. Reflexivity. A teacher must constantly analyse his work, identify his strengths and weaknesses, and strive for self-improvement. He should be able to critically evaluate his work and make adjustments to improve it. These are only a part of the academic criteria of the teacher's activity, which can be developed and supplemented in more detail according to specific educational standards and requirements.

At all stages of the teacher's professional competence formation, the leading means of its development is reflexivity, which determines the active critical position of a person in relation to his work <sup>8</sup>[105,311] <sup>9</sup>.

In philosophy, reflection is interpreted as the process of thinking about what is happening in the mind of a person. The traditional understanding of reflection in psychology includes focusing the mind on itself; in this regard, the following reflexive processes are distinguished: self-awareness, self-esteem, and self-interpretation.

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<sup>8</sup> Ivanov A.V. Reflection kak psichologicheskyy mekhanizm razvitiya Ya-kontseptsiya vzroslogo cheloveka v obechenii. Autoref.dis....kand.psih.nauk/-Kaluga, 2003 – 23 p.

<sup>9</sup> Stepanov S. Yu. Refleksivnaya praktika tvorcheskogo razvitiya human i organizatsii. - M.: Nauka, 2000. - 174 p.

However, reflection is not only knowledge or understanding about oneself but also determining how others know and understand one's personal characteristics, emotional reactions, and cognitive (perception-related) perceptions.

[174], who made a great contribution to the understanding of reflection, defines reflection not only as the ability of a person to analyse his actions and thoughts but also as the ability to take the position of a researcher in relation to his actions and thoughts.<sup>10</sup>

Reflexive criteria of a teacher's activity include indicators that help a teacher analyse and evaluate his professional activity, understand his strengths and weaknesses, and take measures to improve his activity.

Indicators of reflexive criteria of teacher activity are as follows:

1. Learning outcomes: students' level of mastery and success in achieving goals and objectives.
2. Self-assessment: the ability to analyse oneself, recognize one's strengths and weaknesses, and analyse one's behavior and decisions.
3. Feedback from students and colleagues: evaluation by students and other teachers creates an opportunity to improve activities.
4. Use of various modern methods of teaching: The use of various methods and approaches in teaching shows the flexibility and creative thinking of the teacher.
5. Development of professional skills: active participation in professional events, participation in seminars and trainings, reading special literature.
6. Emotional state and attitude to work: satisfaction and passion, interest in the profession.
7. Cooperation with parents: the ability of students to establish cooperative relations with their parents, active interaction and feedback.
8. Use of information and communication technologies (ICT) in the educational process: use of HEI management information systems, ability to use distance learning platforms.
9. Correct time planning: planning activities taking into account the individual needs of each student, using time effectively in class.
10. Self-development and self-education: striving for continuous development and improvement of professional skills. All these indicators help the teacher to realize his activity, analyse his results and regularly improve his profession.

One of the important factors for improving the professional pedagogical activity of professors is the indicators that determine the level of student satisfaction.

Evaluating the performance of professors and teachers is becoming a necessity to improve the quality of educational services for any HEI. In evaluating the quality of education, the opinion of students who are direct consumers of educational services is important. Therefore, the criteria of "student satisfaction" and "student loyalty to OTM" were developed in the framework of the study in the evaluation and analysis of the quality of education.

The academic aspect, i.e., the composition and level of professors, is important in evaluating the activity of HEIs. It has been proven by scientists in the field that there is a strong statistically significant relationship between the academic aspect and student satisfaction. At this point, it is worth highlighting an important aspect of M.

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<sup>10</sup> Vasileva E. Yu. Concept system y otsenki kachestva deyatelnosti professorsko- perpodvatelskogo sotava v VUZe. Diss. dokt . ped . nauk . - St. Petersburg, 2005. p. 353.

Moslehpour's research. The scientist studied the impact of academic aspects and non academic aspects on student satisfaction and reputation of HEIs. The results of the study showed that the academic aspect had a statistically significant effect on student satisfaction [ $r < 0.000$ ], but the effect on HEI reputation was not significant [ $r = 0.253$ ]. When M. Moslehpour studied the effect of academic aspects on HEI reputation through student satisfaction, the results were different; that is, he found that the effect of academic aspects on HEI reputation through student satisfaction was statistically significant ( $r < 0.05$ ). That is professors' and teachers' knowledge level and culture and the high reputation of OTM do not mean that professor-teacher knowledge and cultural or tidan of student satisfaction are important. The product of HEI activity is graduate personnel. The level of the teacher (professor-teacher) should be high for quality personnel training <sup>11</sup>.

## METHOD AND RESULTS

Based on this, within the framework of our research, the following indicators related to the academic aspect, which determine the level of satisfaction of students with the content of the educational environment and professional activities of professors and teachers at the Higher Education Institution, were determined:

1. Level of satisfaction of students with interaction with professors and teachers at the educational institution they are studying.
2. The professor-teacher should start the lesson on time and be able to plan the time correctly.
3. Professor- teacher \_ lesson giving science according to knowledge level \_
4. Professor- teacher \_ lesson content delivered to give level (modern pedagogical technology and methods use).
5. Professor- teacher \_ ICT apply to know
6. Professor- teacher \_ the audience manage according to skill \_
7. Dressing culture of the professor-teacher.
8. Adherence of the professor-teacher to speech culture, literary language standards.
9. Professors and teachers have openly and transparently implemented the processes of monitoring and evaluating students' knowledge.
10. The content and forms of assessment of assignments for independent education.

It is important to determine the factors affecting teachers' motivation when developing a strategy for improving the activities of professors and teachers in higher education institutions. Factors affecting teacher motivation are presented in Figure 1.

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<sup>11</sup> Husenov S., Khaidarov R., Khushvaktov H., Kadirov M., Boboev N. Evaluating the activity of professors and teachers in the course of the lesson. Monograph. – 2021: Fountain of Science. - B. 120.

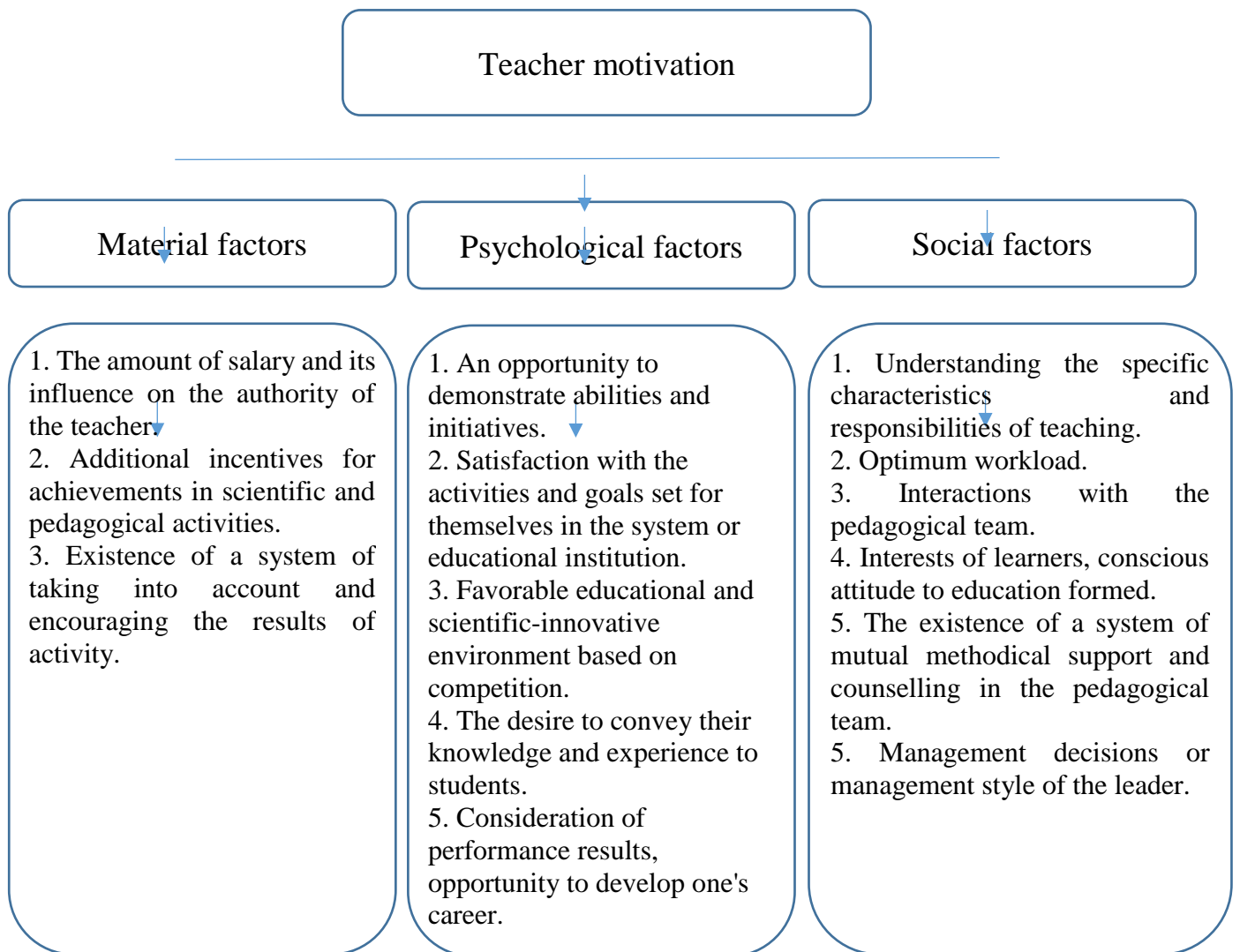
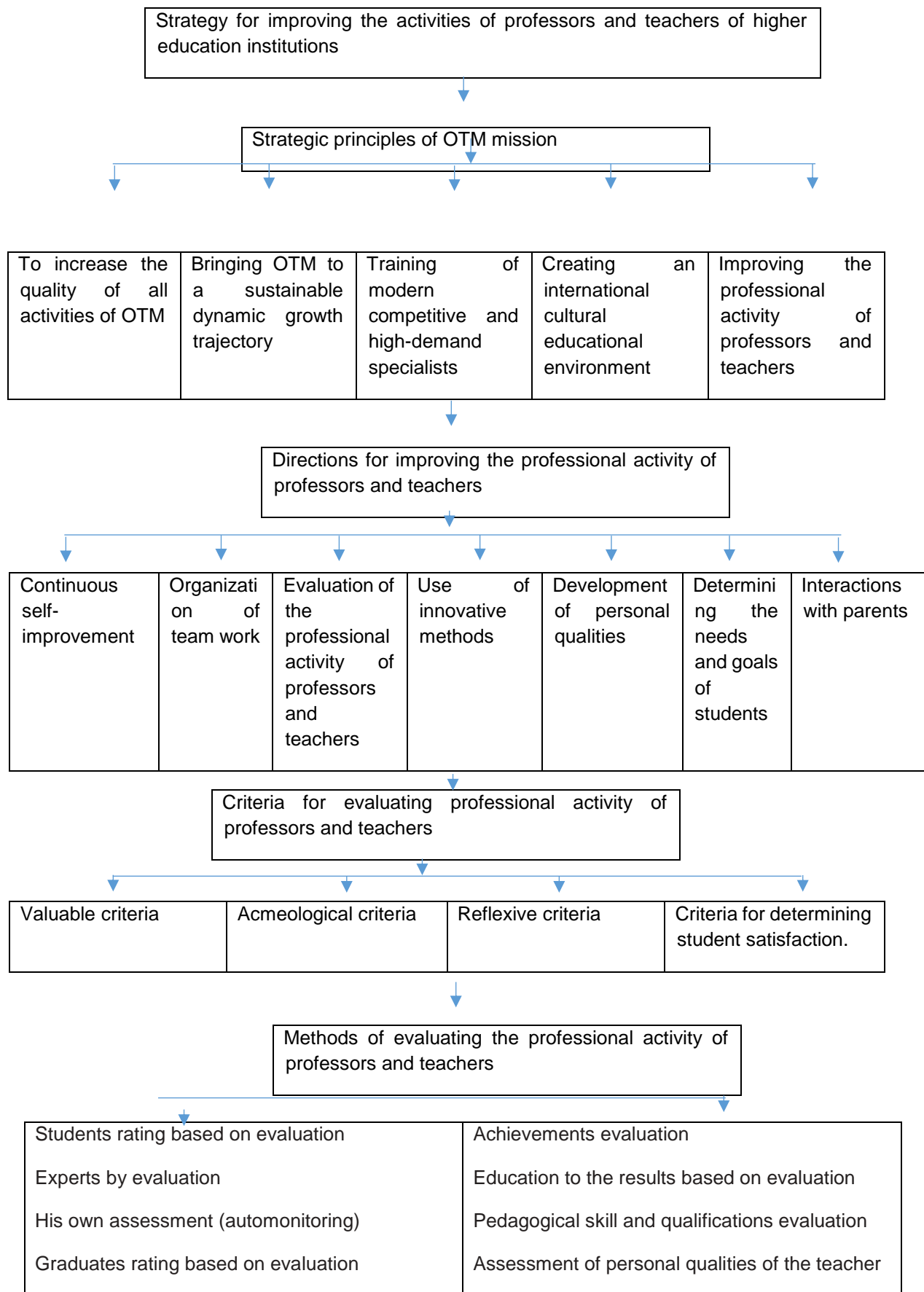


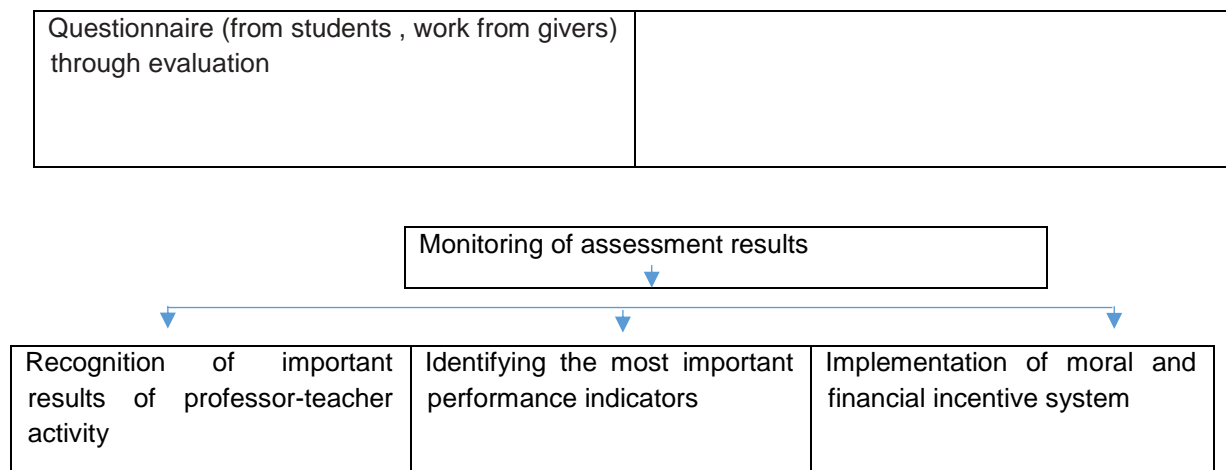
Figure 1. Factors of improvement of teacher activity

Based on the criteria mentioned above as well as the essence of the strategy, the structure of the strategy for improving the professional activity of professors and teachers in higher education institutions was developed (Fig. 2).

In this study, the main attention was given to the criteria and indicators of the evaluation of the professional activity of professors and teachers, as well as to the factors affecting the need to improve the teacher's own activity.







**Figure 2. The structure of the strategy for improving the activities of professors and teachers of higher education institutions**

### Conclusion

In short, the strategy for improving the professional activity of professors of higher education institutions should reflect the goals and objectives of each type of activity on the basis of the main conceptual principles of the prospective development of higher educational institutions. The main attention should be given to directions aimed at meeting the needs of appropriate students, teachers and staff. The potential of professor-teachers and their quality structure is inextricably linked with the quality of competitive specialist personnel training, which determines the socio-economic development of the country. From this point of view, it is desirable that the factors influencing teachers' motivation for pedagogical activities become the main directions of the strategy and mission of higher education institutions.

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