

Problems of Implementation of Teacher Professional Standards in Practice

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Annotation. The development and implementation of the teaching profession standard represents the next stage of educational reform in the country. This article provides an analysis of the awareness of secondary school teachers of these processes and their attitudes towards the introduction of professional standards.

Keywords: teacher, professional standard, comparative analysis, survey, positive attitude, negative attitude, potential negative outcome.

In the process of reforms in the field of education, the level of teacher qualification takes precedence and represents the main driving force. Indeed, a teacher's conscious approach to the learning process, his or her ability to design, organize, evaluate and manage, it is exactly what ensures the achievement of educational goals. In the scientific literature devoted to the analysis of the reforms in the education system in the world practice and also it is noted that the requirements for the level of professionalism of teachers are growing and the attitude to the expected effectiveness of pedagogical activities is changing. [5, 8, 11, 14, 11, 16, 18]

Research is also being conducted by various independent international organizations that assess the quality of education to study and develop the qualifications of teachers. In particular, the report of the International Association for the Evaluation of Education (IEA) in the framework of the project "Development of pedagogical education and teaching mathematics" (TEDS-M) identifies the development of professional standards for teachers as one of the priorities [16, 22].

In the context of this problem, the development of the professional standard of teachers, its theoretical and practical substantiation, implementation and effective use is the focus of many studies. [1, 3, 4, 9, 10, 15, 17, 19, 20, 21] In particular, the development and use of professional standards of teachers for various purposes, the consideration of standards as a tool aimed at improving the quality of professional skills of teachers [9, 10, 17], the need to adhere to certain

standards in the development of professional standards, gradual introduction, quality teaching and a clear vision of what a teacher should look like, identification of criteria for determining the impact on the national education system and its orientation to practice, role in the formation of competencies in the training of future teachers [1, 3, 4, 19, 21], comparative analysis of the content of professional standards for teachers introduced in different countries, their general approaches and besides that structural similarities or differences are described in detail in [15, 20].

Fundamental research conducted in some countries, the characteristics of the introduced occupational standards, level of excellence, specific national systems that represent this task, the level of quality of teachers, the assessment of their performance [5, 6, 7, 17, 23, 24, 26] served as the object of most research.

The purpose of the research is to determine the knowledge of secondary school teachers about professional standards and their attitude to its implementation.

The method of research is to study the problems related to the implementation of occupational standards and to identify the positive aspects and potential risks of the process.

The results of research. In the Republic of Uzbekistan, the development of professional standards on the basis of relevant legal and regulatory documents began in 2020. These documents approved the basic principles and layout of professional standards that reflect the professional activity of teachers.

In this article, we present an analysis of the level of readiness of teachers for the implementation of professional standards. To study the situation, 1305 secondary school teachers from five regions of the country (Samarkand, Khorezm, Navoi, Kashkadarya and Namangan regions) were involved in the survey. The questionnaires were aimed at determining whether teachers have information about professional standards, its importance and attitudes towards its implementation in practice.

Teachers' knowledge of professional standards.

In assessing the adequacy of teachers in this area, it should be noted that the development of professional standards in the country and the implementation of its implementation in practice has not been long in coming. In this context, it can be taken as a minor case that teachers do not have a full understanding of this document and process.

The majority of teachers surveyed (60.2%) have a clear idea of the professional standard. At the same time, 19.6% of participants consider the professional standard as an integral part of the state

educational standard, and 12.7% as a document regulating the relationship between teacher and student. However, this situation took on a different look when it came to the teaching profession standard. That is, only 26% of participants admitted that they had studied the standard of the teaching profession. Overall, 49.9% of the participants indicated that they were somewhat aware of the occupational standard but had not yet studied it. Also, 24% of participants have no knowledge of the process at all. It should be noted that this ratio is a very negative indicator on the eve of the introduction of professional standards in practice. Below is a graphical representation of the participants' knowledge of the teacher professional standard (Figure 1).

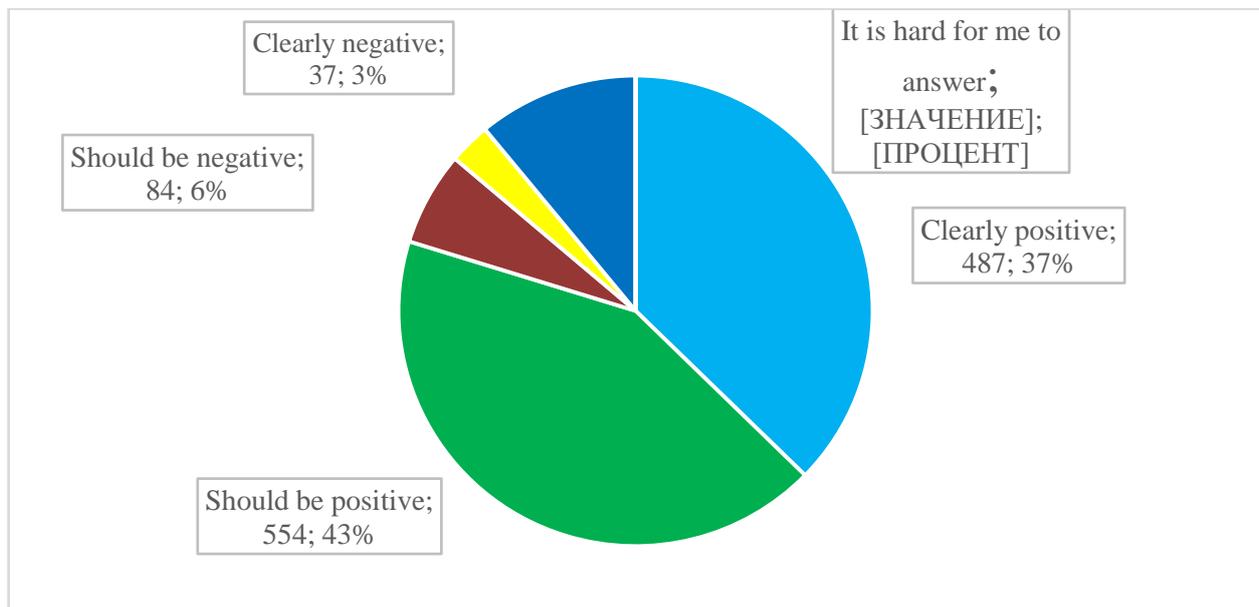


Figure 1. Knowledge of the survey participants about the standard of the teaching profession (in percent (%))

The results of the survey showed that the participants did not have enough information about the content of the teacher professional standard.

The importance of the professional standard of teachers and their attitude is implementation in practice.

Because the teaching profession is a new process for the standard education system staff, our society as a whole the attitude of the process participants towards it serves as one of the key factors in the success or failure of the document. Therefore, as a research task, the survey participants studied the importance of the teaching profession standard in their professional activities and their attitude to its implementation in practice.

Teachers in general are positive about the introduction of professional standards (37.3% - clearly positive, 42.5% - those who chose the answer that should be positive). However, there are also teachers who are of the opinion that the probability of negative impact on the implementation of the occupational standard is (6.4%) and that the negative impact is clear (2.8%). (Figure 2)

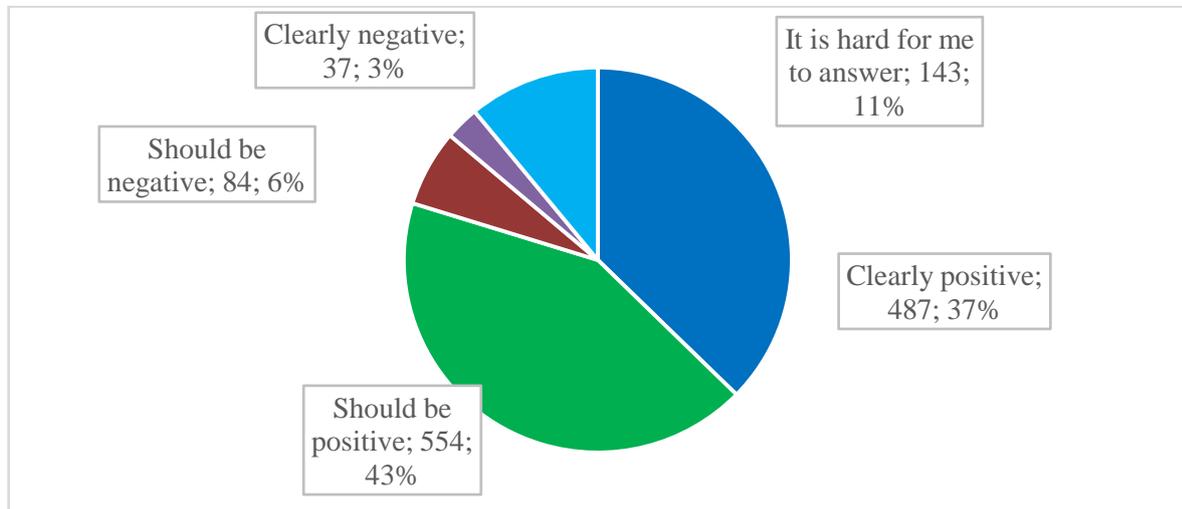


Figure 2. Response of the survey participants to the introduction of the teaching profession standard (in percent (%))

When we analyzed this relationship in relation to the pedagogical experience of teachers, we obtained the following result. (Figure 3)

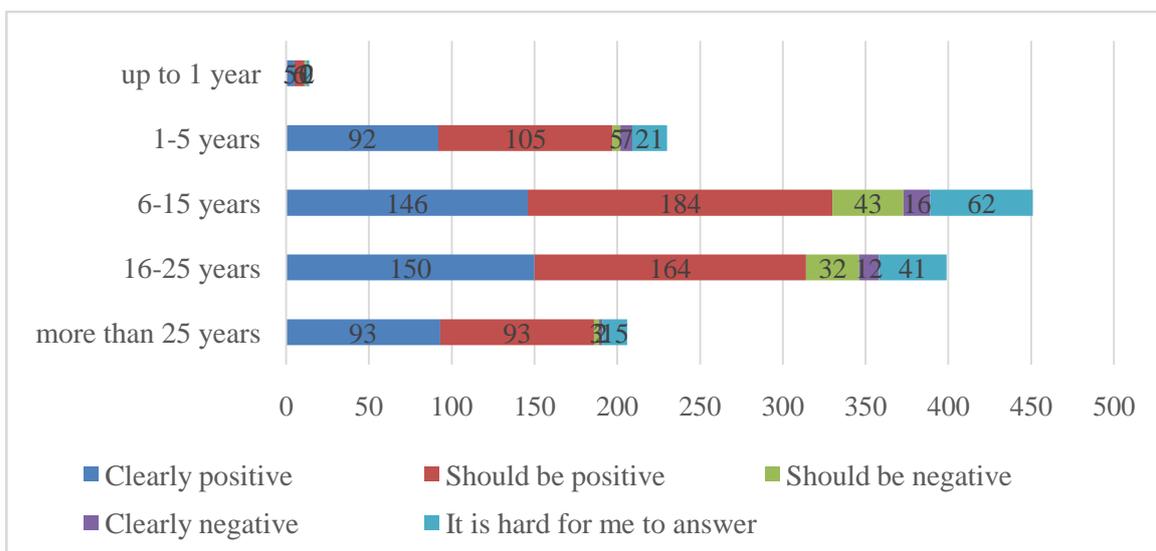


Figure 3. Distribution of attitudes to the introduction of the teacher professional standard in relation to the pedagogical experience of the participants (in terms of the number of participants)

The analysis shows that the negative attitude towards the introduction of the teacher professional standard is slightly higher for participants with 6-15 years (13.1%) and 16-25 years (11%) of work experience. In teachers with 1-5 years (5.2%) and more than 25 years (2.4%) of pedagogical activity, the negative attitude towards the professional standard is relatively low.

The analysis of the attitude towards the introduction of the teacher professional standard in relation to the qualification categories of the participants took the following form. (Figure 4)

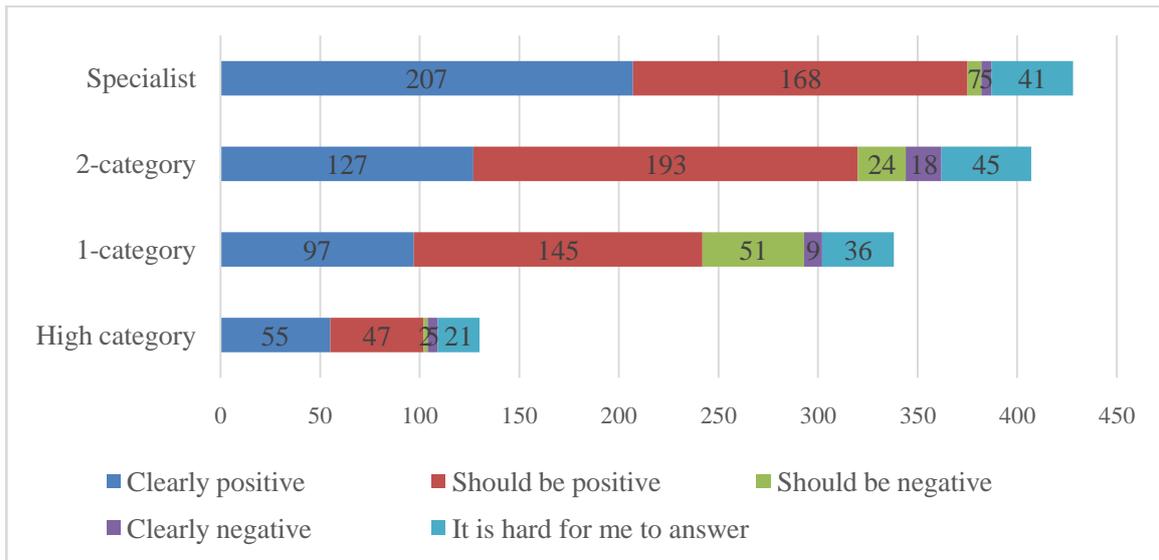


Figure 4. Distribution of attitudes towards the introduction of the teacher professional standard in relation to the qualification category of the participants (in terms of the number of participants)

The attitude towards the introduction of the teacher professional standard was unexpected when analyzed in terms of the qualification categories of the participants. That is, it was found that the lowest level of negative attitude towards the introduction of the occupational standard was in the category of specialist teachers (2.8%). The study hypothesized that a higher category level would be consistent with a higher level of positive attitude towards the introduction of occupational standards and a lower level of negative attitude. This hypothesis proved to be justified in the higher category teachers (5.4%), but did not give the expected results in the second (10.3%) and first (17.8%) categories.

Attitudes towards the introduction of the teacher professional standard were also analyzed across the surveyed regions. (Figure 5)

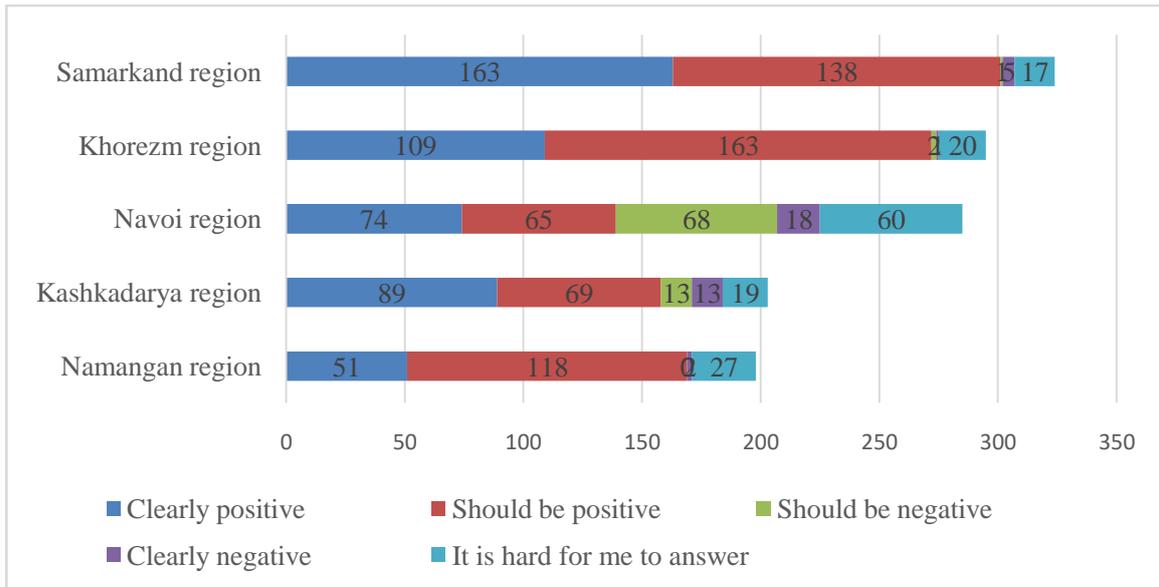


Figure 5. Distribution of attitudes towards the introduction of the teacher professional standard in relation to the area of residence of the participants (in terms of the number of participants)

The analysis shows that the negative attitude towards the introduction of the teacher professional standard is high in Navoi (30.2%) and Kashkadarya (12.8%) regions were observed in the responses of teachers, the highest rates of positive attitudes were observed in Samarkand (92.9%), Khorezm (92.2%) and Namangan (85.3%) regions.

If we look at the sum of analyzes, the indicators are expressed differently (in some cases sharply) according to the pedagogical experience, category and place of residence of the participants. In general, 9.2% of them said that the process was “Clearly Negative” or “Probably Negative”. The answer “Clearly Positive” or “Probably Positive” was marked by 79.8% of the participants, while 11% of the teachers chose the attitude of “I find it difficult to answer”.

The study also examined participants' views on how the introduction of a professional standard might affect their performance. To determine this indicator, participants were asked to choose one of 9 different considerations. (Figure 6)

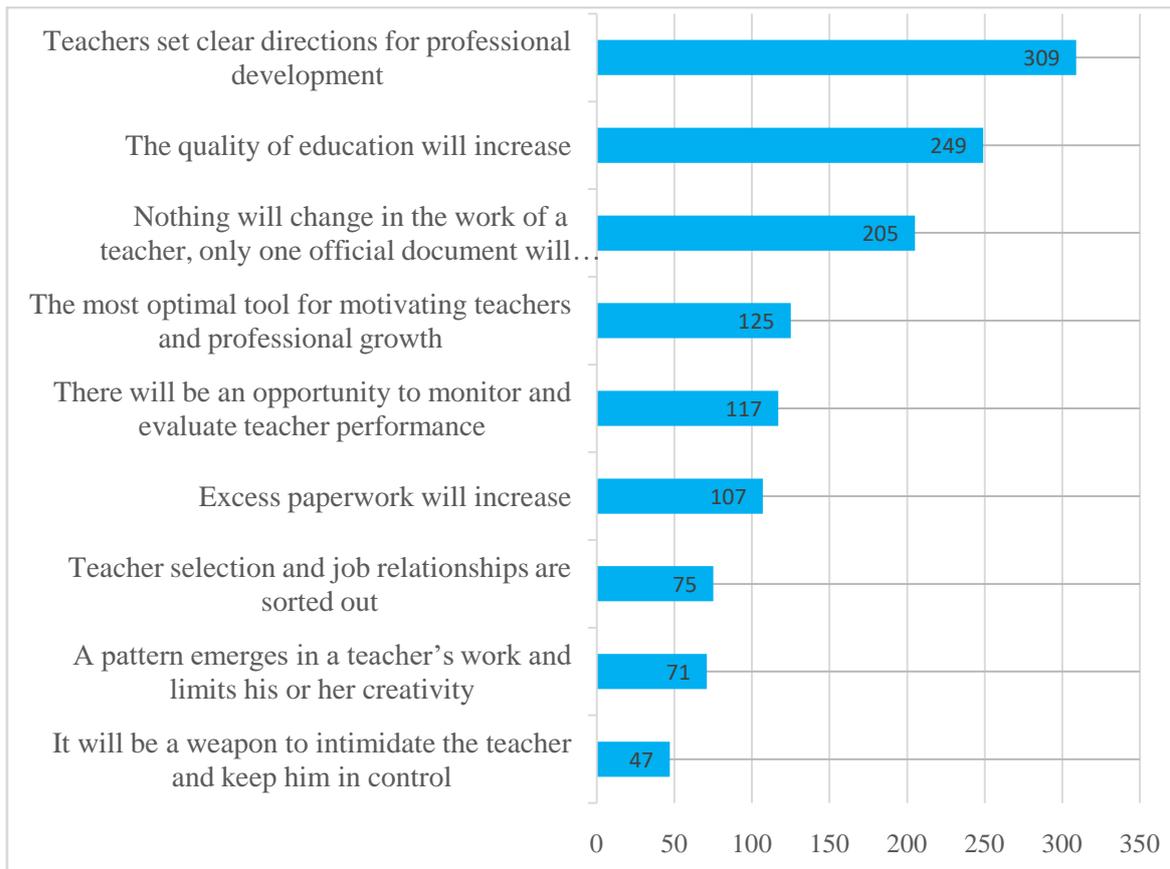


Figure 6. The impact of the introduction of professional standards on the activities of teachers (in terms of the number of participants)

As can be seen from the picture, a significant proportion of teachers surveyed said that “Teachers set clear directions for professional development” (23.7%), “The quality of education will increase” (19.1%), they think like that but risk prediction cases were also observed such as “Nothing will change in the work of a teacher, only one official document will increase” (15.6%), “Excess paperwork will increase” (8.2%), “It will be a weapon to intimidate the teacher and keep him in control” (3.6%), “A pattern emerges in a teacher's work and limits his creativity” (5.4%).

Thus, the introduction of the professional standard of the teacher in practice involves certain activities, including the explanation of its content, opportunities and aspects of the organization and management of the professional activities of pedagogical staff need to be properly promoted. So what do teachers think should be considered before implementing a professional standard? (Figure 7)

What should be considered before introducing a teacher professional standard?

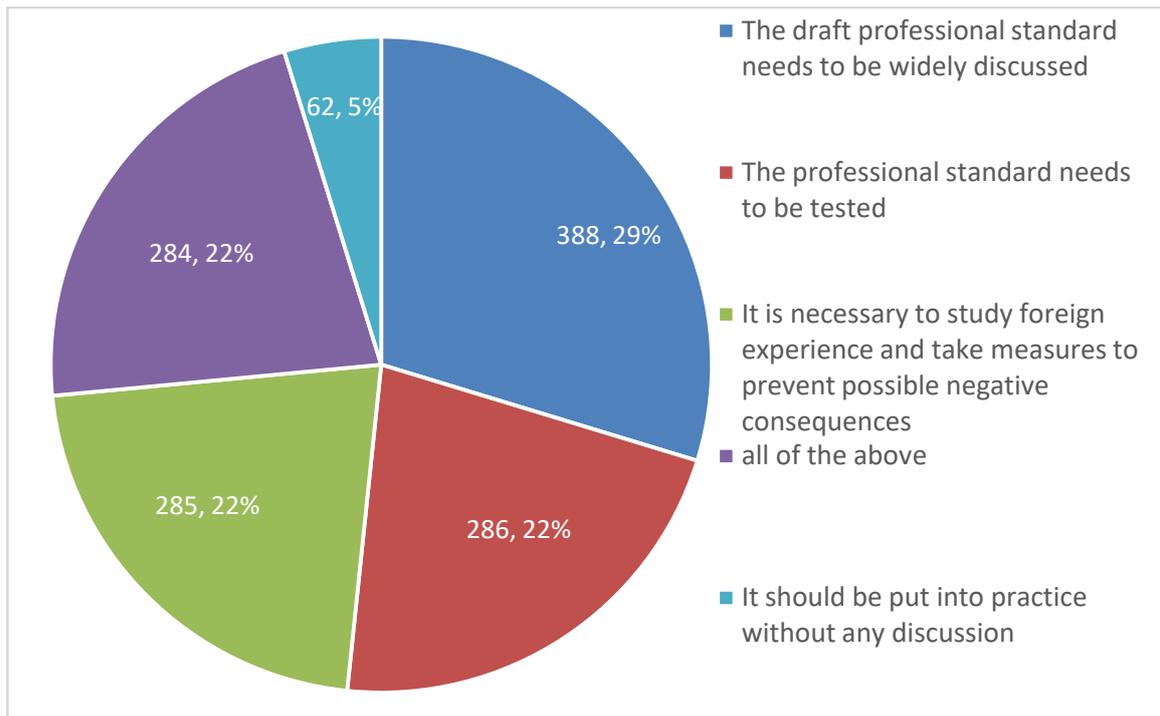


Figure 7. Ratio of activities to be carried out before the introduction of the teacher professional standard (in percent (%))

Based on the final results of the analysis, it can be concluded that teachers working in secondary schools are not sufficiently familiar with the content of the professional standard, and this document does not contain complete information about what information it contains. However, it should be noted that in general, teachers are positive about the introduction of professional standards and believe that they serve to set clear goals and priorities in their professional development.

Also, taking into account the following measures in the implementation of the professional standard of the teacher will allow achieving the expected results of the process:

- ✓ to carry out advocacy work on the professional standard of the teacher, to form a clear idea of its content, significance and role in the professional life of the teacher;
- ✓ experimenting with professional standards, extensive discussion and taking into account the views of process participants (customer, OTT, employer, education authorities, teachers, students, parents, etc.);
- ✓ gradual implementation of professional standards and parallel improvement of all processes (educational programs of teacher training institutions, recruitment of teachers, creation of appropriate conditions for them, professional development, performance appraisal, incentives, monitoring of the quality of education, etc.) related to the activities of teachers;

- ✓ study of foreign experiences and take measures to prevent possible negative consequences. In Australia it took 3-4 years to develop, discuss and implement a professional standard based on foreign experience [25], and in the UK from 1998 to 2007 it was repeatedly defined [2];
- ✓ organization of professional associations aimed at scientific and methodological support of teachers. In many developed countries, trade unions are recognized as active participants in the industry as an effective means of achieving educational goals [12, 13];
- ✓ creation of scientific and methodological platforms with extensive use of network and mobile technologies.

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