

RESEARCH ARTICLE

Current Issues and Specific Aspects of Professional Development for University Teachers

F.M. Tojiyeva

Candidate of Pedagogical Sciences (PhD in Education), Acting Associate Professor, Nizami Tashkent State Pedagogical University, Uzbekistan

VOLUME: Vol.06 Issue06 2026

PAGE: 60-61

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

The article shall reflect the three so-called mediately forms of qualification improvement among ten officially available for improvement of qualification of pedagogical cadres. The comfort and advantage of mediately forms of qualification improvement shall be explained.

KEY WORDS

Mediate qualification improvement, creative vacation, free lessons, comfort, call for activity, cost-saving, motivation, inspiration, legitimacy, creative surrounding, creative potential.

INTRODUCTION

present, only one form of professional development for teaching staff has been fully implemented in the preschool and school education system: training at specialized professional development institutions. A relatively new form, namely "distance learning," is gradually being introduced within the framework of self-education, although it is accompanied by certain difficulties.

However, it can be observed that in practice, within the professional development system, the development of training programs for these currently implemented forms of learning is not carried out in the manner prescribed by the Resolution. This, in itself, constitutes a separate problem.

In this article, we examine indirect forms of professional development (learning without formal educational programs) and their specific features, which are free from the above-mentioned problem.

As stated in the Resolution, professional development in these forms is carried out, as their names suggest, without formal training programs. This is the most important and fundamental characteristic that distinguishes them from direct forms of professional development.

Creative leave is a leave granted to teaching staff by the decision of the academic (pedagogical) council of an educational institution for the purpose of creating new educational literature (textbooks or teaching manuals), developing and implementing modern pedagogical and information technologies in the educational process, or completing major scholarly works (monographs, dissertations, etc.) related to the teacher's professional field.

Open classes are classes conducted according to a schedule in academic groups on previously announced problematic or innovative topics using modern information and communication technologies and interactive teaching methods. Open classes serve as an experimental platform for testing and implementing modern pedagogical and information technologies, interactive teaching methods, and as a school of pedagogical mastery for young teachers.

Participation in scientific and scientific-methodological seminars, conferences, and August readings involves presenting scientific or methodological reports on current issues in educational science and practice, teaching methodology, and educational technologies aimed at solving existing problems and ensuring the high quality of the educational process in educational institutions. Participation in

major scientific and methodological events provides teachers with opportunities to exchange information and experience, familiarize themselves with contemporary trends in educational organization and advanced educational technologies, and contributes to the enhancement of their professional qualifications.

From these definitions and explanations of indirect forms of professional development, it can be seen that the participants in such professional development are teachers who:

- a) are completing work on textbooks, teaching manuals, sets of didactic materials, monographs, dissertations, and similar works related to their professional specialization;
- b) conduct classes at an exemplary level using modern information and communication technologies;
- c) present scientific or scientific-methodological reports on current issues of educational science and practice, teaching methodology, and educational technologies aimed at solving existing problems and ensuring a high-quality educational process.

Based on the above definitions, characteristics, and explanations, it becomes evident that professional development in an indirect form is essentially a creative process. A teacher engaged in such a process works independently on self-improvement, studies, acquires new knowledge and skills, and ultimately achieves the intended outcomes. In reality, such a teacher is enhancing his or her professional qualifications through self-directed learning.

Let us now consider several positive features of indirect professional development.

1. Convenience. A teacher involved in indirect professional development undergoes this process without separating from his or her professional community, family, or everyday living conditions. Such teachers can write textbooks, teaching manuals, and monographs, prepare for open classes, and work on reports for scientific and methodological seminars and conferences at a convenient place and time.

2. Encouragement of activity. In the currently existing forms of professional development, participants improve their qualifications primarily as "listeners," which implies a relatively passive role. They remain consumers of a "ready-made product." In contrast, under indirect professional development, teachers become active participants in the process. They transform into advanced educators who conduct exemplary teaching, work on textbooks, teaching manuals, monographs, and dissertations, and actively participate in scientific and methodological conferences and seminars. These characteristics can only emerge when a teacher demonstrates creative activity. Therefore, creative activity is one of the principal characteristics of indirect professional development.

3. Cost-effectiveness. As noted above, teachers engaged in indirect professional development carry out this process at a location convenient for them, usually at their place of residence. Direct forms of professional development often require travel away from home and involve various expenses. In contrast, indirect professional development does not require such expenditures. Therefore, it is cost-effective both for the state budget and for the teacher undertaking professional development.

REFERENCES

1. Валиев А.Н., Туланова Д.Ж., Гуломова Н.Х. Современные педагогические и инновационные технологии обучения на занятиях по черчению. Молодой учёный №3 (189) January 2018 Казань.
2. Туланова, Д. Ж., & Гуломова, Н. Х. (2018). Технология и условия проведения дидактических игр в процессе преподавания черчения в вузе. In *Образование как фактор развития интеллектуально-нравственного потенциала личности и современного общества* (pp. 89-93).
3. Gulomova, N. (2021). Use of interactive methods for students in teaching drawing lessons (on the example of views). *Academia: an international multidisciplinary research journal*, 11(1), 1637-1642.
4. Saydaliyev, S., & Gulomova, N. (2019). Development of Spatial Thinking of Students Based on the Traditions of Eastern Architecture. *International Journal of Progressive Sciences and Technologies*, 14(2), 210-214.
5. Saydaliyev, S. S., & Gulomova, N. X. (2021). DAVLAT STANDARTI ASOSIDA CHIZMALARNI TAXT QILISH. *Oriental renaissance: Innovative, educational, natural and social sciences*, 1(10), 734-745.
6. Tashimov, N. E., & Tuxtaqulova, Z. B. Q. (2022). MUHANDISLIK GRAFIKASIDA LOYIHALASHGA OID MASALALARNI YECHISH ORQALI TALABALARNING FAZOVIY TASAVVURINI RIVOJLANTIRISH. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 4-2), 445-451.