

PROFESSIONAL DEVELOPMENT AND SUCCESS OF TEACHING STAFF IN HIGHER EDUCATION

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Abstract: This thesis provides a comprehensive analysis of such aspects as the level of Professional Training, innovative approaches, psychological stability, motivation and emotional intelligence, the main factors affecting the pedagogical success of teachers operating in the higher education system. Pedagogical success is proven to be closely related not only to the process of imparting knowledge, but also to increasing the activity of students, directing them to independent thinking and the effective application of modern educational technologies. The thesis analyzes strategic approaches and institutional reforms aimed at improving the effectiveness of pedagogical activity of teachers and provides practical recommendations in this direction.

Keywords: pedagogical success, higher education, professional competence, innovative pedagogy, motivation, emotional intelligence, quality of education, teacher activity

INTRODUCTION

In the higher education system, the pedagogical success of teachers is an important factor in shaping not only the academic achievements of students, but also the intellectual potential of society as a whole. Pedagogical success is a complex of the teacher's effectiveness in the process of imparting knowledge, the level of student mastery, the quality of education, and the ability to apply innovative approaches. Recent theses show that the emotional intelligence of a teacher, that is, the ability to understand, manage, and effectively communicate one's own and others' emotions, has a significant impact on pedagogical success. For example, teachers with a high level of emotional intelligence approach their work with greater dedication, which positively affects the academic achievements of students[1]. However, cases of professional burnout of teachers are also widespread in higher education institutions. According to a 2022 Gallup poll, 35 percent of college and university faculty in the United States reported experiencing ongoing burnout and stress.[2] This can negatively impact teachers' teaching and reduce the quality of education. In addition, research by John Hattie has shown that teacher self-efficacy and student teacher credibility have a significant impact on student learning.[3]

The large-scale educational reforms implemented in the Republic of Uzbekistan in recent years pay special attention to the issues of effective organization of the activities of pedagogical personnel in the higher education system, ensuring their professional and pedagogical success. In accordance with the principle of "New Uzbekistan - the path of development and enlightenment" put forward by the Head of our state, the higher education sector has entered a completely new stage. In this process, improving the scientific and pedagogical potential of teachers, stimulating their work and providing them with modern competencies were identified as strategic priorities[4]. In particular, the "Development Strategy of the Republic of Uzbekistan in the Field of Education until 2030", adopted in 2020, set the main goal of improving the quality of education and the potential of teachers in higher education institutions. According to the

strategy, training courses based on international methodologies, distance learning platforms, and modern pedagogical technologies have been introduced to develop teachers' pedagogical skills. In addition, it was determined that the scientific and thesis activity of teachers, their popularity among students, and their participation in innovative projects will be considered as one of the important criteria in forming the rating of higher education institutions. Another important aspect of the reforms is the improvement of the system of continuous improvement of teachers' qualifications. In the Advanced Training and Retraining Centers established throughout the country, professors and teachers have the opportunity to strengthen their knowledge and skills in modern pedagogy, information and communication technologies, and psychology. In 2023, more than 27 thousand teachers improved their qualifications through these centers (data from the Ministry of Higher Education, Science and Innovations of the Republic of Uzbekistan)[5]. In addition, serious attention is also being paid to improving the socio-economic conditions of teachers. In particular, starting from January 2024, teachers' salaries have been increased by an average of 20-25%, additional bonuses have been established to recognize their academic degrees, and incentive payments have been introduced for teachers with international certificates of foreign language proficiency. The expansion of international cooperation has also become an important factor in increasing pedagogical success. Currently, teachers are exchanging international experience through joint programs with more than 40 foreign higher education institutions, and foreign experts are being attracted within the framework of academic mobility programs. Also, the widespread introduction of digital educational infrastructure in higher education, the formation of distance and blended learning models impose on teachers the need to apply new pedagogical approaches. This requires their constant updating and flexibility. The analysis of the above reforms shows that, in Uzbekistan, political, economic and methodological foundations have been formed to ensure pedagogical success in the higher education system. In order to ensure the effectiveness of these reforms in the future, it remains an urgent task to deepen the potential of pedagogical personnel, direct them to innovative thinking and create a basis for professional growth. The issue of ensuring, studying and assessing the pedagogical success of teachers in the higher education system has been occupying an important place both at the international and national levels of scientific and practical research. The theses conducted in this area are based on determining the effectiveness of pedagogical activity, a deep analysis of the psychological, social and professional factors that determine it. At the international level, the comprehensive theses conducted by the Australian scientist John Hattie are particularly noteworthy. Based on his concept of "Visible Learning", the teacher's self-confidence, the level of trust in students, clear purposefulness in the lesson and the active participation of students are considered the main indicators of pedagogical success[6]. According to Hattie's approach, an effective teacher is a person who constantly analyzes his or her own activities, is open to change, is emotionally stable, and communicates effectively with students. Also, the American pedagogical theorist Linda Darling-Hammond emphasizes the level of professional training, opportunities for continuous development, and the need to improve methodological approaches as the main indicators determining the pedagogical success of a teacher[7]. Her theses note that highly qualified teachers play a decisive role in changing the existing educational environment. At the national level, theses on this topic have been receiving special attention in recent years. In particular, the theses of Doctor of Pedagogical Sciences Yakubjon Mamarasulov on the

development of professional competence of teachers in higher education serve as the basis for the development of modern approaches that ensure pedagogical success[8]. In his opinion, the success of a teacher working in higher education is measured not only by the results of teaching, but also by scientific research, the quality of communication with students, and professional stability. In addition, Professor G. Yuldashev in his theses discusses the need to determine the level of professional change of teachers in the higher education system, to form reflective thinking in them, and to implement methodological innovations[9]. He emphasizes that individual growth, personal development, and social motivation are powerful factors in achieving pedagogical success. Psychologist N.Tokhtasinova substantiated with empirical evidence that teachers' emotional intelligence, stress resistance, and communicative competence have a direct impact on pedagogical activity[10].The psychodiagnostic theses he conducted have deeply revealed the subjective and contextual factors that affect pedagogical success. In studying this topic, the opinions of international and national scientists are inextricably linked, and on their basis it is possible to conduct a deeper analysis of the pedagogical success of teachers working in higher education and develop strategies to increase it. These approaches, combined with current reforms, serve to form a competitive, creative and sustainable pedagogical environment in Uzbekistan.

Conclusion: The pedagogical success of teachers working in higher education is an important factor in the quality of education, student development and social progress. This success is determined by the teacher's professional knowledge, ability to use innovative methods, personal motivation and desire for continuous development. The reforms implemented in higher education in recent years, especially digital technologies, professional development programs and incentive mechanisms, have a positive impact on increasing pedagogical success. In the future, work in this area based on a systematic and scientific approach will serve to further strengthen pedagogical potential.

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