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The P5BL Approach To Implementing The Teacher's Professional Standard

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Annotation. The article describes the professional standard of the general secondary school teacher, its structural classification, components, studied scientific research analysis, and the importance of the modern approach of P5BL, which serves to ensure the introduction of the professional standard.

Keywords: education, professional standard, structure, essence, content.

Introduction

The increase in the demands of the social order in relation to the competitive personnel in the society creates conditions for the globalization of education. This leads to an increase in the burden on teachers and an increase in obligations. Such a situation requires not only the effective organization of the activities of pedagogical staff, but also the need for independent professional development and continuous improvement of their level. In many developed countries, including our republic, the teacher's professional standard (hereinafter referred to as the professional standard) is being put into practice as a regulatory document regulating the professional activity of the teacher in order to create a professional development trajectory and guide his behavior in this direction.

The professional standard is a standard [1] that represents the main labor functions and the conditions of their performance, defines the requirements for the content, quality and conditions of work at the skill level, and serves as the main driving criterion in education.

In the course of our research, we sought to determine the essence of the professional standard, we studied the views of scientists on its use on a global scale, and scientifically analyzed some of them. In particular, as a result of studies conducted by the International Association of Educational Evaluation, it was noted that the introduction of the teacher's professional standard is an urgent task [20], in a number of other studies within the scope of this problem:

- the development and use of professional standards are aimed at different goals, the standards are viewed as a tool aimed at increasing the level of pedagogical skills of teachers [10; 11; 16];

-the need to follow certain norms in the development of professional standards, the importance of its gradual introduction, determining the criteria that should give a clear idea of the standard quality teaching and the personality of the teacher, influence the national education system, and determine the direction of practice, role in the formation of relevant competencies in the training of future teachers [2; 3; 6; 18];

- a comparative analysis of the content of professional standards for pedagogues introduced in different countries, their common approaches, structural similarities or different parts [15; 17];

- it is also described in detail the characteristics of professional standards in practice in some countries, the level of excellence, as a factor that evaluates the level of the teacher's quality structure [8; 21].

Research scientist A.Ibragimov said that the development of professional standards in the Republic of Uzbekistan on the basis of relevant legal and regulatory documents began in

2020, that the basic principles and model of the professional standards representing the teacher's pedagogical activity were approved in the documents, that the development and implementation of professional standards is a relatively new stage of reforms in the education system. And also he stated that it was based on this opinion conducted a survey aimed at determining the level of readiness of teachers regarding the implementation of professional standards, and conducted remarkable scientific research based on the analysis of their attitude to the implementation of information, openness to news, and implementation [4]. In general, as a result of our studies, we have come to the conclusion that there is a need to apply different approaches to work with teachers in practice in order to ensure the implementation of the professional standard and the effectiveness of the activity.

The professional standard has a unique structure and consists of sections, the main purpose of the type of activity, the classification of labor tasks included in the professional standard, generalized competency standards and other such components (Figure. 1):

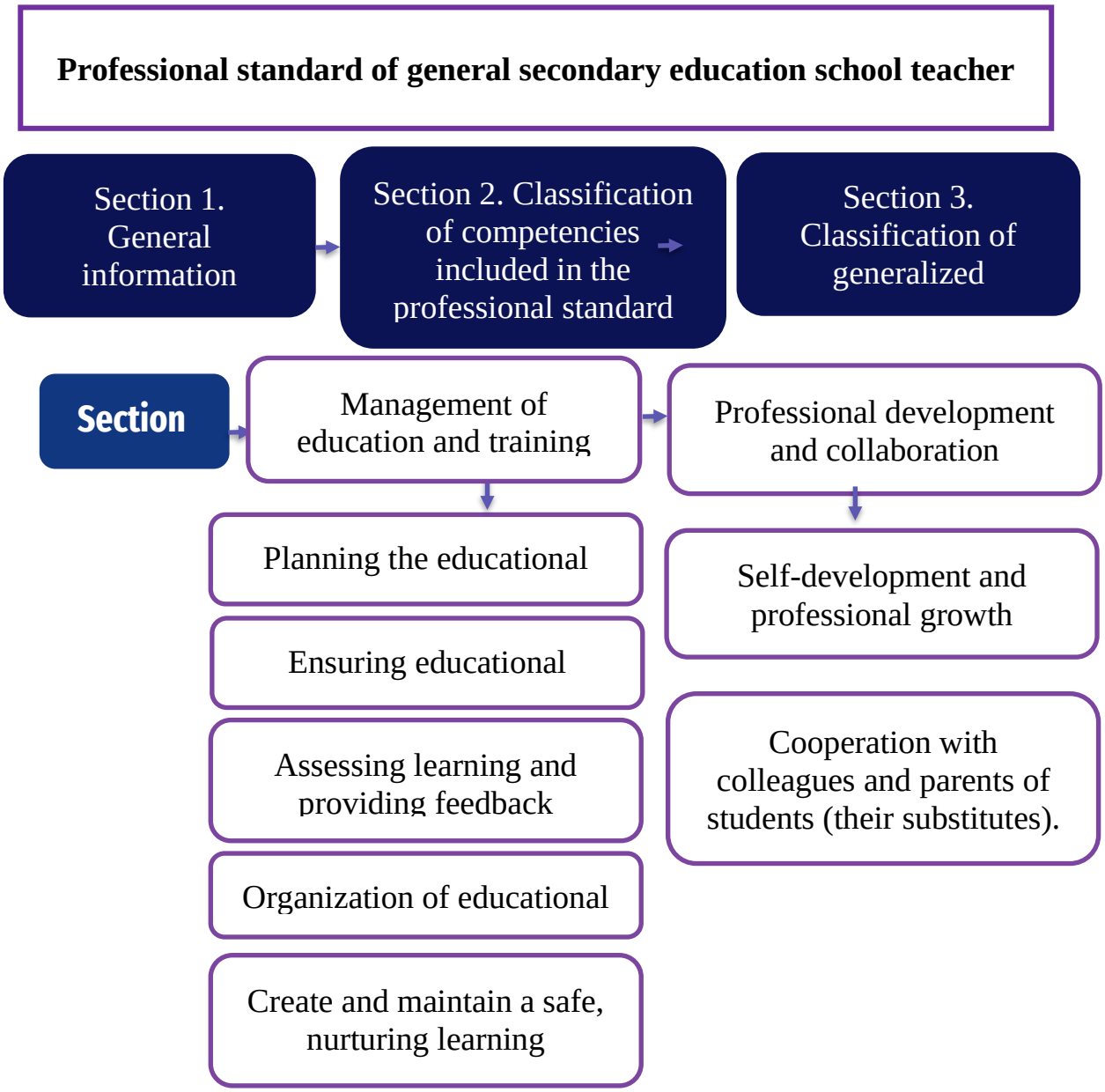

Figure 1. The structure of the professional standard of general secondary education school teacher

Each labor task specified in the professional standard constitutes a characteristic with labor actions, necessary skills, necessary knowledge and other descriptions having a specific meaning. The implementation and effectiveness of the professional standard depends on the extent to which the specified competencies are manifested in the teacher's professional activity. In this process, the pedagogue should not only integrate the existing knowledge, skills, experience and practice, but also acquire the necessary skills to meet the requirements of professional standards.

There are various scientific and practical approaches to the development and activation of established competence standards, one of which is the P5BL approach. This is a long-term, first of all, identification of the existing problem of rapid assimilation of the professional standard into practical activities and the achievement of its effectiveness, and creation of a project leading to its solution within the defined problem, which includes the use of various measures, methods and technologies in its step-by-step implementation. This reflects the following 5-step learning model (Figure 2):

Figure 2. Structural components of the P5BL learning model

Problem-Based Learning, which is the result of a work process to understand how to solve a problem. The problem is the first element of the learning process. The focus of the Problem-Based Learning process is not on problem solving, but on the availability of identified solutions and their relevance to the development of other skills and characteristics. It is a process that uses problems identified within a scenario to increase knowledge and understanding [5]. The approach helps not only to form new knowledge, skills and competences, but also to combine them with meta knowledge.

Project-Based Learning is one of the most important educational models that plays a key role in the development of new knowledge, skills and competences of the process participant, creating a sense of cooperation and community at the level of organizations, from small circles. Also learn to set learning goals; independence and responsibility for discipline, negotiation and monitoring; continue to gain deeper knowledge, develop new ideas and strengthen multidisciplinary relationships; will have

necessary qualities such as dexterity and pedagogical skills [9].

People-Based Learning, i.e. person-oriented training. P5BL is an approach that aims to achieve a goal as a result of teamwork. In this technology, where it is important to take into account the person and his individual-psychological characteristics in the center, management of one's own abilities, development of internal capabilities in the improvement of science, perception of changes, inter professional assistance, cooperation in teamwork, exchange of knowledge, service learning are provided [7].

Process-Based Learning, i.e. process-based teaching or education. Researchers emphasize that the use of this approach during educational activities is a strategy that ensures the continuity of the measures implemented in the fulfillment of the set goals and tasks and the solution of the problem. At the same time, the application and measurement of the skills of the scientific process, by simplifying the science, increases the acquisition, meaningfulness, develops the ability to feel constant responsibility, observe, classify, analyze, and predict [19].

Product-Based Learning. In such an approach to the formation of additional knowledge, the clarity of the problem and the cooperative action of the team play an important role. According to Ganefri, product-based learning is defined as a procedure or steps that are implemented as a result of directing the student to the competence of producing a product of a certain value for the active involvement of the teacher in the learning process. Therefore, in the approach, what can be discovered by the organization of collective work within the problem being solved, the destination reached or the acquired competence is understood as its product [14].

The P5BL model is aimed at forming a culture of bringing together educational institutions, practitioners and students from different disciplines, creating a collective environment, and each of the participants plays an important role in the implementation of the project [12]. According to scientists, with the P5BL model, as a result of the interaction between the "student" team and the teacher, the development of the learning process and the manifestation of cognitive processes become easier. A project-oriented multidisciplinary relationship emerges, and as a result of the collaborative environment between not only one team, but also several teams, the theorists become a team of practitioners [13], that is, they move to work on the effectiveness of each problem that is studied and envisioned. Activating the P5BL approach to continuous professional development of teachers in the public education system creates the basis for finding solutions too many problems.

In conclusion, we would like to emphasize the following:

- the P5BL learning model is a comprehensive approach that combines various methods and technologies;

- the success of the approach depends on the skill of the manager, the chosen problem and the persistent steps taken in order to implement the project;

- represents the vital implementation of the leading task in training and teaching teachers to the professional standard;

- Application of the P5BL approach not only in the practice of the professional standard, but also in the educational system guarantees effectiveness.

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