IMPROVING TEACHER PROFESSIONAL DEVELOPMENT THROUGH DIGITAL TECHNOLOGIES IN UZBEKISTAN

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RELEVANCE OF THE TOPIC.In the era of globalization and the digital economy, the quality of the education system is directly dependent on the professional competence of teachers and their ability to operate within modern technological frameworks. Under the "Digital Uzbekistan — 2030" strategy, the digitalization of the educational sector has been identified as a national priority. However, traditional professional development systems often fail to address the individualized needs of educators or keep pace with the rapid flow of scientific innovations. Therefore, leveraging digital technologies to elevate teacher training to a new level and creating a continuous learning environment is highly relevant and necessary for the country's development.

OBJECTIVE.The objective of this research is to analyze the mechanisms of enhancing teacher professional development through digital technologies (LMS platforms, online courses, virtual communities) in the context of Uzbekistan and to develop practical recommendations to increase the efficiency of this process.

INTRODUCTION.In modern pedagogy, the principle of LPL (Lifelong Professional Learning) is becoming a cornerstone of academic success. Today's teacher must be more than a mere transmitter of knowledge; they must serve as a facilitator in the digital world. The transition to electronic systems for teacher certification and training in Uzbekistan (e.g., the on-line.uzedu.uz platform) represents a significant milestone. Digital technologies allow educators to access global best practices without being constrained by time or geography, fostering a culture of self-improvement and pedagogical innovation.

MAIN BODY

There are several key directions for improving teacher professional development through digital tools:

1. Distance and Blended Learning Platforms:

LMS (Learning Management Systems) implemented in Uzbekistan allow teachers to complete modules without interrupting their professional duties. These systems utilize video lectures, interactive tests, and forums to enrich theoretical knowledge.

2. Webinars and Online Conferences:

Direct interaction with local and international experts via online platforms helps teachers rapidly adopt new methodologies such as the Flipped Classroom, Gamification, and Inquiry-Based Learning.

3. Virtual Professional Learning Communities (PLCs):

Through platforms like Telegram, LinkedIn, or specialized professional networks, teachers can exchange lesson plans and didactic materials. This represents the "Networked Learning" model, where peer-to-peer support becomes a primary driver of growth.

4. Artificial Intelligence and Personalized Learning:

AI-driven tools can analyze a teacher's strengths and weaknesses, providing individualized recommendations on which specific skills (e.g., English proficiency or ICT literacy) need further development to meet global standards.

CONCLUSION

The results of this study indicate that digital technologies significantly accelerate the professional growth of teachers in Uzbekistan and enhance the overall quality of education. Professional development in a digital environment fosters not only technical skills but also adaptability and creativity. However, for this process to be truly effective, it is essential to develop teachers' digital ethics and critical thinking alongside technical mastery. Digital tools are not the end goal, but a powerful mechanism to steer educators toward new levels of professional excellence.

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