

INTELLECTUAL POTENTIAL OF THE TEACHER – AS A KEY FACTOR IN THE QUALITY OF EDUCATION

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Abstract: *This article analyzes the role of a teacher's intellectual potential as an important factor in achieving quality results in the educational process. It examines how a teacher's knowledge, thinking, creative and pedagogical potential contribute to improving the quality of education, as well as their connection with the needs of professional development and digital skills emerging in the modern educational environment. The study uses global and local sources and discusses the role and prospects of improving a teacher's intellectual potential in the educational process.*

Keywords: *teacher, intellectual potential, quality of education, pedagogical competence, professional development.*

INTRODUCTION

In the modern educational system, the problem of quality remains relevant. There are several factors that play a role in ensuring the quality of education: the social status of students, school resources, educational methodological support, etc. However, it has been widely suggested that the “high” quality of the educational process is largely dependent on the teacher's potential. In this regard, the intellectual potential of the teacher – that is, the level of knowledge, thinking skills, creative approach, pedagogical and methodological training – is an important factor in the quality of Education.

This article will define the concept of “intellectual potential of a teacher ” and analyze its impact on the quality of Education, ways of its development, as well as calls arising in modern conditions.

MAIN PART

1. The concept of the intellectual potential of the teacher

The intellectual potential of the teacher includes the knowledge necessary for the implementation of pedagogical activities with high results, logical analytical and creative thinking, the ability to solve problems, a flexible approach to students and the potential for self – development. For Example, Y. N. In his article "The problem of the intellectual potential of a teacher", Slepko argues that intellectual opportunities within traditional categories of pedagogical potential have not been adequately addressed. [2]

- 2. Dependence of intellectual potential and quality of Education

- In improving the quality of education, the intellectual potential of the teacher is important in several ways:

- the depth of knowledge and preparation for the topic of the essay-this ensures that readers are informed in a clear, understandable and modern content;

- thinking, analysis and creative approach-the teacher organizes classes in standard, non-creative ways, increasing the activity of students;

- pedagogical competence and adaptation to changing conditions – in the modern educational environment, technologies, digital tools, online teaching tools are widely used, the assimilation of which gives the teacher additional potential. For example, studies have shown that teacher digital literacy, “grit” (perseverance), and methodical adjudication affect their pedagogical creativity and professional effectiveness [1].

•3. Ways to develop intellectual potential

Several strategies are proposed to increase the intellectual potential of the teacher:

continuous professional development, advanced training courses and pedagogical trainings-this allows teachers to get acquainted with new methods, technologies [3].

internal reflection and self-analysis-the teacher should evaluate his lessons and look for ways to improve;

application of creative approach and innovation – implementation of educational practices enriched with interactive methods, problem-based teaching, digital tools in the course of the lesson;

cooperation with colleagues, exchange of experience in the structure of the pedagogical community – these expand the circle of thinking of the teacher and strengthen his intellectual potential.

4. The problem of intellectual potential in the conditions of Uzbek schools

The requirements for pedagogical personnel in the educational system in Uzbekistan are increasing. At the same time, it is relevant for teachers to be able to adapt to modern educational technologies, develop their intellectual and methodological potential. In Uzbekistan, for example, issues such as professional development of school teachers, readiness for methodological renewal have been analyzed [5]. This suggests that the introduction of programs aimed at developing intellectual potential will serve to improve the quality of education in schools.

5. Challenges and challenges

A number of problems arise in increasing the intellectual potential of the teacher:

lack of resources – the shortage of funds allocated for advanced training, modern equipment, digital education platforms;

the problem of time and loading – the teachers do administrative and other tasks along with the lesson in most cases, so the time allotted to professional development is limited;

psychological and motivational situations - some teachers can approach self-development with little enthusiasm;

the incompleteness of the system of methodological training and support of the program – the training courses may not be suitable or directly correspond to the needs of the teacher[4].

RESULTS AND DISCUSSIONS

• According to the results of the analysis, it is seen that the development of teachers in terms of intellectual potential is an important strategic factor in improving the quality of Education. In particular:

• The digital literacy of the teacher, the creative approach of the teacher and the improvement of methodological techniques significantly increase its pedagogical efficiency.

• The readiness of the teacher for self – development and the fact that the master has a qualified pedagogical support system-plays a decisive role in the implementation of intellectual potential in practice.

• In the educational environment, there is a lot of positive changes associated with the intellectual potential of the teacher when resources, experience sharing and motivation are available.

In Muho kamada, it should be noted that intellectual capacity building is not just the personal space of the teacher, but a process related to the educational institution, school leadership, politics in the system and, of course, the pedagogical culture of society. For example, if the teacher is not given motivation and support, even an educator with intellectual potential may not fully pursue their potential. Also, the speed of technological change also forces the teacher to constantly adapt to the news – which is what intellectual manifests as an additional call to preserve and develop potential.

CONCLUSION

In conclusion, the intellectual potential of the teacher is an important factor in the quality of Education. Through the formation and development of this potential:

during the course of the lesson, the level of activity and assimilation of students increases;

the teacher will be able to modernize the educational process by introducing new pedagogical methods;

in the entire educational institution contributes to the creation of a quality educational environment.

Therefore, education policy, school leadership and educators themselves should actively apply strategies aimed at developing intellectual potential. In the future, it is recommended to carry out additional research in this direction and expand practical experience.

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