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TEACHERS REQUIRE ONGOING PROFESSIONAL GROWTH

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ABSTRACT

Teacher development is now a key focus of teacher education policies in many countries and is a subject of research for scholars in the field of education worldwide. It is closely linked to changes in the education sector and the resulting reforms. As a result, the theoretical understanding of teacher development has evolved, emphasizing it as a lifelong process that involves learning from one's own experiences and collaborating with others.

International education trends emphasize the importance of teachers gaining experience and advancing professionally, starting with the delivery of education. This highlights the necessity for teachers to continually enhance their knowledge and skills, with a focus on active learning and empowering students. The ongoing learning and growth of teachers reflect their commitment to continuous professional development. While countries may have their own specific approaches to teacher development, they typically involve stages such as teacher preparation, training, professional development, and ongoing learning for educators. In addition to supporting teacher preparation, development, and engagement, the concept of teacher development also encompasses aspects of personal growth, including promoting ethical behavior, professional reputation, and social well-being.

The key resource for effective activities in the education sector is a highly knowledgeable teacher who must undergo continuous change and development. Therefore, activities focused on enhancing teachers' knowledge and skills and gaining experience contribute to their professional growth.

- Teacher development relies on their active participation, initiative, and enthusiasm.
- Teacher development is an ongoing, evolving process.
- Teacher development is a proactive journey where educators seize every opportunity to evolve, enhance their professional expertise, and continually progress.
- The teaching profession is viewed as a lifelong learning journey that engages teachers in diverse educational endeavors, enhancing their professional knowledge, comprehension, and skills.
- Through continuous teacher development, the education sector generates new knowledge, attitudes, beliefs, and cultural values, leading to both quantitative and qualitative improvements.

KEYWORDS

Teacher Development, Theoretical Concepts of Teacher Development, Teacher Developed Model, Teacher Professional Development, Influence Factors on Teacher Development

CITATION

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INTRODUCTION

Teacher development involves continuously enhancing a teacher's knowledge, methodology, skills, and education. The foundation of sustainable development in education lies in teachers taking responsibility for their own growth. It is essential for every teacher to be able to generate opportunities for self-improvement within their work to keep up with advancements. To effectively fulfill their role in educating and shaping young individuals, teachers must consistently enhance their diverse knowledge and skills.

Countries are examining the practices of highly developed education systems and adapting them to their own circumstances in a progressive manner. To enhance schools in a more innovative way, increase their efficiency, and achieve the objective of delivering quality education, the primary focus is on enhancing teacher development. Policy-level efforts are being made to implement various practical and effective initiatives for the professional growth of teachers.

While educational policies focus on teacher development training and various activities, the active participation of teachers themselves is crucial for continuous development. Therefore, all teachers are encouraged to assess the current state of teacher development and engage in related activities. The field of teacher development has evolved as a distinct research area in the last three decades. The literature on teacher development aims to share insights and strategies for enhancing teacher performance and school outcomes. It sparks conversations about the future and essence of the teaching profession, offering practical approaches to foster teacher growth.

THEORETICAL CONCEPTS OF TEACHER DEVELOPMENT

Teacher development is a dynamic process that leads to the creation of new knowledge, attitudes, beliefs, and cultural values in the education sector, resulting in both quantitative and qualitative changes. The literature on teacher development aims to share information and ideas on enhancing teachers' performance and schools, offering strategies that can impact teacher growth.

From a technical perspective, teacher development is seen as a process linked to teaching students. Drawing on behaviorist learning theory, this viewpoint suggests that teachers can be developed through professional training provided by higher management. The primary objective is to gain a comprehensive understanding of the program from a professional standpoint and implement it effectively in the teaching environment.

From an analyst perspective, teachers are seen as expert problem-solvers. They develop by identifying and analyzing the root causes of challenges in their students and their own practices, seeking ways to enhance them.

The ecological perspective views pedagogy as a unique ecological system of beliefs and experiences. Teacher development is seen as an ongoing learning process within the everyday school environment, rather than a spontaneous occurrence. This perspective aligns with the constructivist theory of learning. (Delgerjav.M. 2012)

Teacher development is closely linked to changes in the education sector and the resulting reforms. There are fundamental changes occurring in the theoretical concept of teacher development. It is seen as a lifelong process focused on learning from one's own experiences and collaborating with others. With a rational theory of learning and external support, teachers have the opportunity to grow through self-assessment and self-improvement, engaging in reflection and action research. Teacher development is driven by active participation in their own growth and transformation. Therefore, teachers should engage in self-study research to enhance their professional development. (Purevdorj.Ch, 2012).

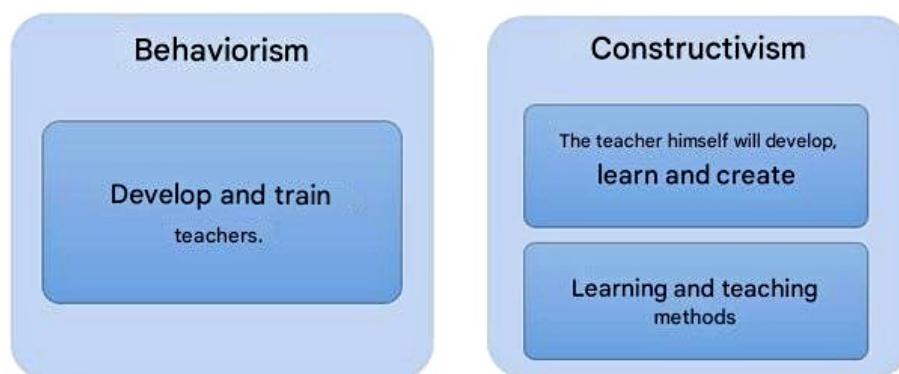


Fig. 1. Theoretical concepts of teacher development

The concept of development and its associated stages have a rich history in the field of child development and early childhood education. Teacher professional development is a process that enhances teachers' knowledge and skills, making them active participants in learning, improving, and evolving. A developed teacher is fully qualified, socially mature, and skilled in research and analysis, able to provide theoretical and methodological guidance that meets modern standards, and has achieved further development and specialization. The model of a developed teacher outlines these qualities, which every teacher can strive to attain.

Table 1. Teacher developed model

MATURITY PERSONAL CHARACTERISTIC FOR :	CREATIVE ATTITUDE FOR:
<ul style="list-style-type: none"> ✓ Body human general symptom mature to be ✓ To myself to be confident ✓ Globalization , region local development attitude feels ✓ Copy irrational not , know to know rational attitude understands ✓ Ur wisdom to cultivate pragmatic direction documented ✓ Humanitarian and social symptom possessed ✓ Communication mind law possessed 	<ul style="list-style-type: none"> ✓ To be updated ability ✓ The problem many from the side the yes complete take to watch ability ✓ Many in version to think ability ✓ Decision to issue ability ✓ Yourself develop ability ✓ Always to study ability ✓ Training research combine ability ✓ Environment for change accustomed adapt ability
METHOD JUSTICE , HARMONY MONEY FOR:	DIDACTIC ABILITY FOR:
<ul style="list-style-type: none"> ✓ General and special didactic the roots knows ✓ Foreign language prepared ✓ Planning orientation capable ✓ Together to work capable ✓ Human how studying law the formation know , in training used ✓ Computer knowledge capable ✓ Body person together many to study method law possessed ✓ The student evaluate and develop capable ✓ Program to learn write processed action in action able to follow ✓ Information find receive , process , exchange , distribute capable 	<ul style="list-style-type: none"> ✓ Theoretical your knowledge in training to use ability ✓ Research method law possessed to be ✓ Children's no operation diagnosis model ✓ Group development law stability know to use ability ✓ Training pleasant environment to form ability ✓ Opinion thought free to express ability ✓ Law right legal knowledgeable to be requirements satisfied

Teacher development theory is a field of study that examines the principles of growth that shape the different phases of a teacher's career progression, encompassing the stages of entry, advancement, and exit from the profession. There are differing perspectives on the phases of teacher development, with varying definitions and in-depth examinations of the theories surrounding these stages. In this overview, we highlight a few prominent theoretical frameworks outlining the stages of teacher professional growth.

FACTORS THAT IMPACT EFFECTIVE TEACHER DEVELOPMENT

There are opportunities for teacher development, but the question remains: how can we best support and facilitate this process? It is crucial to address these questions by engaging in open dialogue with teachers and addressing the challenges they encounter. Effective teacher development is influenced by several key factors, such as:

- Tailoring programs to meet the needs of teachers.
- Focusing on teaching strategies that align with the curriculum content and enhance learning in the teacher's professional setting.
- Implementing active learning techniques based on adult learning theory.
- Teacher training helps teachers gain experience in developing and implementing new teaching strategies and skills, as well as overcoming challenges they encounter in their daily practice.
- Collaborative work is encouraged in the workplace.

- Active learning allows teachers to share ideas and collaborate with colleagues, students, and classrooms on new teaching strategies.
- Effective practice models and simulations are utilized.
- Various resources such as lesson plans, unit plans, student work samples, peer observations, educational videos, and written materials are used in teacher training.
- Both pre-service teachers and professionals benefit from these training opportunities.
- Feedback and reflection are essential components of teacher development.
- Teachers must be open to receiving feedback in order to grow professionally and improve their practice.
- Teacher development programs should be of a sustainable duration, allowing teachers enough time to learn, practice, implement, and reflect on new strategies that will enhance their teaching.

TEACHER PROFESSIONAL DEVELOPMENT MODELS

Researchers have identified nine models that impact teacher professional development in the workplace:

Training model. This model is designed to enhance teachers' professional skills by focusing on improving their teaching methods and course content. While it is widely used internationally (Little, 1994; Kelly & McDiarmid, 2009), it has been criticized for its lack of practical application and for disconnecting teachers from their actual work environment (Hoban, 2002).

Award-bearing model. This model offers courses that lead to specific credits, professional advancement, and the acquisition of new knowledge and skills. Some researchers argue that it is

Deficit model. Teachers encounter various challenges in their work. In this model, attention should be paid not only to the individual teacher but also to the educational institution and the community (Rhodes, Benecike, 2008) in order to identify and address the professional needs and requirements of teachers. Boreham (2004) introduced the concepts of "individual competence" and "community competence," emphasizing the importance of collective competence within the community for school development. This, in turn, is closely linked to effective school leadership that can establish a shared vision for workplace activities, foster a professional knowledge community, and create an environment that promotes interdependence.

Cascade model. The aim is to share knowledge with other teachers who have received various types of professional development training. This model helps to reduce training costs and enables the spread of knowledge to a large number of teachers at a minimal expense. However, it overlooks professional values (Solomon and Tresman, 1999).

Standards-based model. This model is grounded in behaviorist theory. It is closely linked to teachers' professional activities and objectives, offering the benefit of co-creating knowledge through comprehension and active engagement in the professional setting. Typically utilized in training that is orchestrated by external entities rather than teachers themselves, this model tends to separate the connection between teaching and student learning outcomes (Beyer, 2002). It also tends to overly emphasize meeting standards, potentially disregarding some of the nuanced and intricate aspects of teach. (Smyth, 2001).

Coaching/mentoring model. This model involves either being mentored by an experienced teacher or mentoring multiple skilled teachers to gain valuable experience. The key aspect is learning from a group of individuals who have practical experience in addressing real issues in a school setting. During this process, teachers engage in self-assessment, enhance their knowledge, engage in discussions and idea exchanges with the group, and collaborate on problem-solving through effective communication skills.

Community of practice model. In the professional group model, educators collaborate to design training programs, develop educational materials, and share experiences to establish a shared understanding of training practices and actively participate in their implementation. They also work collectively to address challenges related to student attitudes and behaviors.

Action research model. Teachers aim to learn from the activities of other colleagues. This is achieved through collaborative research, including observing, studying, and sharing experiences, identifying and analyzing teaching process issues, working together to find solutions, developing new methods, and enhancing program standards.

Transformative model. This model integrates various approaches mentioned earlier based on their unique features. The primary objective is to innovate and enhance various school activities, elevate teaching and learning quality, and promote sustainable education development. Despite numerous change model proposals by scholars and researchers, a definitive solution remains elusive due to the intricate nature of school

and teacher development challenges, as well as the diverse educational traditions, systems, and circumstances across countries.

Countries have adapted and implemented the aforementioned models based on their specific characteristics and educational trends.

LEGAL FRAMEWORK SUPPORTING TEACHER DEVELOPMENT IN MONGOLIA

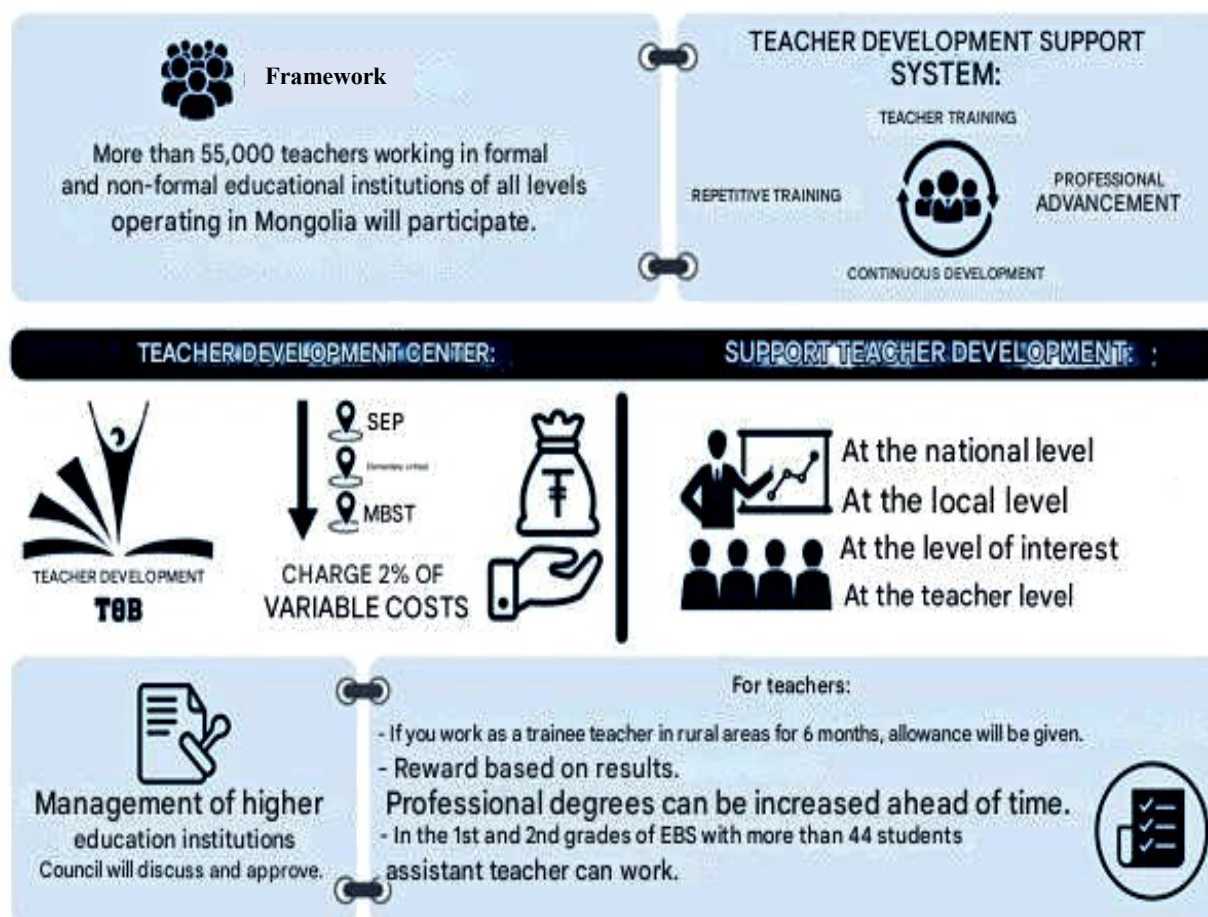


Fig. 2. Educational development support system

Teacher Professional Development in Mongolia has been a focus of state policy. In 1956, the **Teacher Professional Development Institute (TPDI)** was established to enhance teachers' knowledge and skills in pedagogy and teaching methods, as well as to research and implement best practices from schools and teachers.

In September 2012, the TPDI was re-established as a professional organization to coordinate national-level teacher professional development training. It operates with a user-centered approach in line with the **Teacher Development Support Law (TDSL)** to promote development.

Teacher Development Center. According to Article 7.1 of the BDTC, it is mandatory for all educational institutions at every level to have a teacher development center. A **teacher development center (TDC)** is a designated space equipped with the necessary tools and resources for teachers to continuously enhance their skills and knowledge in their professional environment.

Continuous professional development. As teacher development is an ongoing process, it is crucial for educators to actively engage in their own growth and participate in professional training. This training, known as on-the-job professional development, can be conducted entirely within the workplace setting. It involves organizing activities to empower employees, enhance their competencies, and provide them with new information without disrupting their regular work duties.

Activities to support teacher development. The **Teacher Development Support Law (TDSL)** specifies that teacher development activities should be carried out nationally by teacher professional development

training and methodological organizations, locally by governors of aimags, soums, capital cities, and districts, as well as local education organizations, at the organizational level by directors, training managers, supervisors, and methodologists, at the interest group level by collective management units, and by teachers themselves. The law emphasizes human development and recognizes that individuals grow through their own internal drive and goals.

Table 2. Teacher Development Support Law

Level	Subject of implementation
National level	Teacher professional development training and methodological organization
Local level	Governor of aimag, soum, capital city, district Local organization responsible for education
Organizational level	Director, training manager, supervisor, methodologist,
Interest group level	Collective management unit
Teacher level	The teacher himself

RESEARCH ON TEACHER DEVELOPMENT IN FOREIGN COUNTRIES

International Trends in Teacher Development

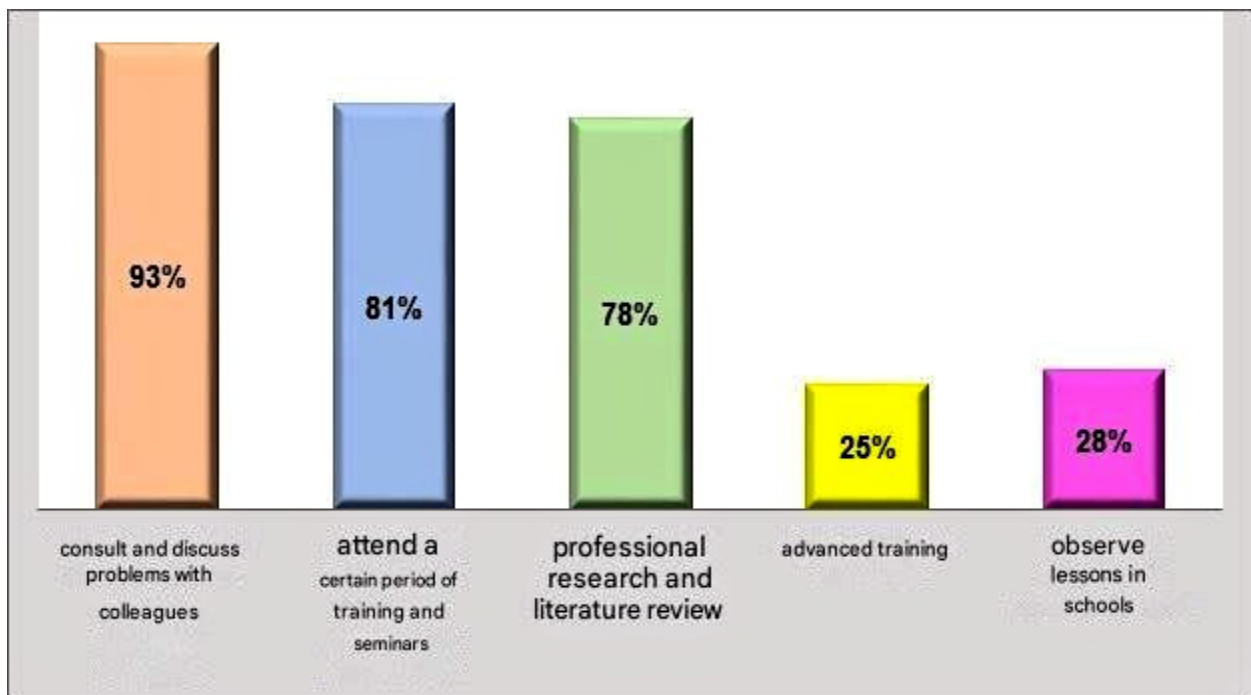


Chart 1. Professional development activities most commonly attended by teachers

In the United States, certain Australian states, Finland, Austria, Belgium, Hungary, the Netherlands, Scotland, Sweden, and Switzerland, teachers are mandated to dedicate a minimum of five days annually to professional development.

The annual hours allocated for professional development vary among the surveyed countries, from 15 hours in Austria to 104 hours in Sweden. In many of these countries, teachers receive support for professional development in the form of research grants and time off. To facilitate this, substitute teachers are hired on a contractual basis during the school year.

Belgium, the Czech Republic, Finland, Italy, Lithuania, Luxembourg, Portugal, Slovenia, and the United Kingdom offer paid leave for teachers. In the Czech Republic, teachers are granted 12 working days per

academic year for independent research, while in Italy, teachers have the flexibility to arrange their teaching schedule for intensive training until the end of the school year.

The study findings indicate that the challenges faced by these countries in terms of teacher training include difficulties in finding and compensating replacement teachers, which hinders teachers' participation in professional development activities.

Despite teachers' active engagement in professional development, the study reveals that these activities are insufficient to meet their needs. For instance, 50% of the surveyed teachers expressed that their needs were not adequately addressed, indicating a need for further professional development opportunities.

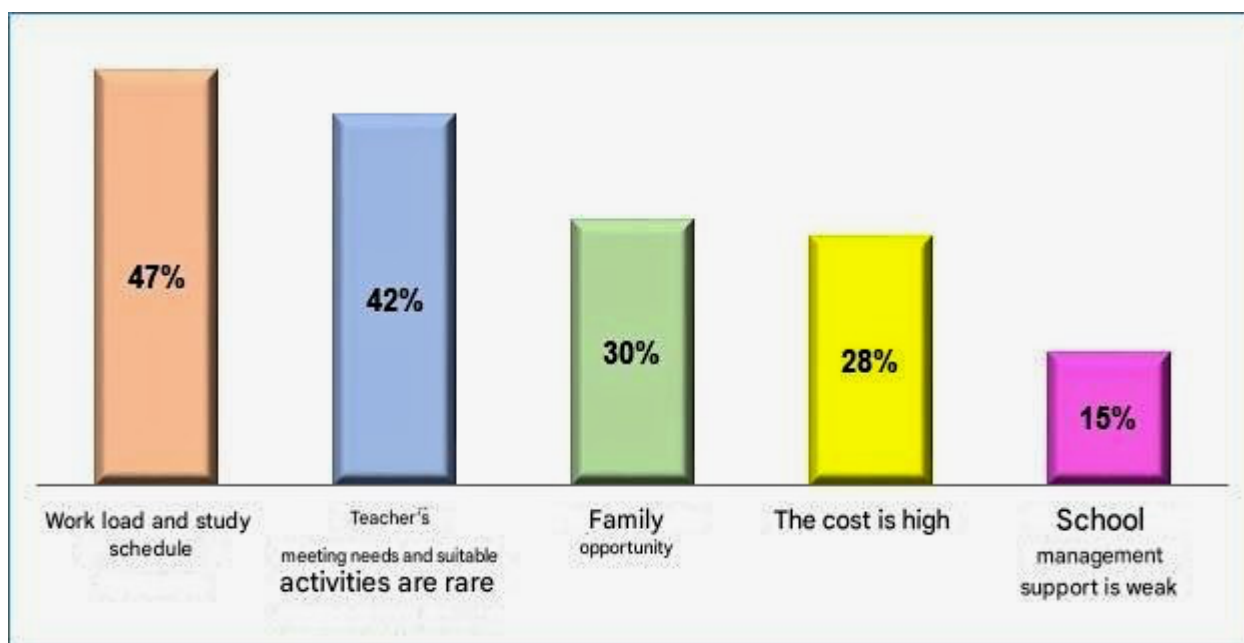


Chart 2. Difficulties encountered by educators when engaging in professional development opportunities

The main challenges to engaging in professional development activities included teachers' heavy workload, class schedules, and the sporadic availability of suitable activities. Family commitments and high costs were also notable barriers to professional development. Interestingly, a small percentage of respondents felt that school management support was lacking, suggesting that while some activities are in place, they may not be fully effective.

RESEARCH ON TEACHERS, TEACHER EDUCATION, AND PROFESSIONAL DEVELOPMENT

This study demonstrates that new teachers have acquired solid professional knowledge, as evidenced by the training of teacher specialists in the countries mentioned above. In these countries, the required period of study to become a teacher is typically 3-5 years. Even if the duration of study is relatively short and the individual's background is in a different field, in most countries, individuals can work as teachers after completing training programs and obtaining a teaching license (which typically involves passing an exam in the United States). In China, the teaching title must be renewed every 5 years, and failure to do so results in the loss of the right to work as a teacher. In Norway and Mongolia, individuals can work as teachers if they have completed a bachelor's degree, but they may be required to fulfill certain credit requirements or undergo an internship.

Practice teaching is a valuable opportunity for new educators to gain practical experience and acclimate to their profession. In certain countries, such as Norway, Canada, and Japan, this practice period typically lasts for 50 or 100 days, or occurs every 6 months for up to a year following the start of a teaching career.

Table 3. International Trends in Teacher Development

Country	Teacher training	Mandatory internships and training	Professional development training and duration
MONGOLIA	Graduates of higher education who have completed 4 years of teacher education and have not completed a teaching degree will attend training to provide teaching qualifications.	The curriculum of the Higher Education Institution for Teachers will include a 6-month internship as a teacher.	Teachers must undergo training every 5 years after becoming qualified.
FINLAND	A master's degree is a prerequisite for teaching qualifications. A 300-credit master's degree in teaching takes 5-6 years to complete.	Teaching internships, which are included in the pedagogy course, are organized at university teacher training schools and affiliated schools.	Attends 3 days of professional teaching practice training per year.
JAPAN	Participate in the training for teaching qualifications at the ITS, which grants teachers the teaching profession.	After passing the exam, you will work as a teacher for 1 year. During this time, you will take training recommended by the state.	Teachers with 10 years of experience will participate in professional development courses and seminars.
CANADA	3 years of teaching experience or 2 years of teaching experience in addition to a bachelor's degree	New teachers will undergo a teaching internship of 50 days to 6 months.	In some states, teachers must attend 100 hours of training every 5 years.
NORWAY	4 years as a teacher The teacher of the IDS is a master's degree holder.	Primary school teacher 30 kr, A middle or high school teacher must have studied at least 60 credits or Internship for up to 100 days	Teachers can improve their qualifications at any institution that is authorized to implement additional professional programs.
RUSSIA	Teaching in primary education takes 4 years. 5 years to teach at a university	Teaching certificate	By law, teachers are obligated to improve their professional level. They have the right to receive additional professional education at least once every 3 years.
AMERICA	Teaching at the SBU is 3 years, Elementary school teacher 5 years Master's degree in secondary school teaching	A professional exam will be taken to work as a teacher. To teach in a public school, you need to complete 1-2 years of training and receive a certificate.	Continuing professional development and education are required to renew a teacher's license.
CHINA	Secondary vocational school, college or higher education Must have completed high school, college, or higher in elementary school Have a high school diploma or a junior college degree in high school, a university bachelor's degree or higher Have a master's degree in higher education.	To work as a teacher, you must pass a professional exam and obtain a certificate. Teachers' professional certificates are regularly registered every 5 years. If the regular registration does not meet the requirements or the registration period has expired, they will be prohibited from further engaging in educational work.	Teachers can improve their professional development level by developing their professional knowledge, skills, and professional mindset. Depending on their professional level, they will be evaluated annually, and if they pass the exam, they will be promoted once a year. In this case, their salary will also increase.

The approach to teacher professional development training varies among these countries. While many nations mandate that teachers undergo training every 3, 5, or 10 years, Mongolia's Law on Teachers stipulates that educators must engage in training every 5 years' post-qualification. In contrast, China does not have a formal requirement for professional development training, but offers opportunities for advancement based on annual performance evaluations, encouraging teachers to take the initiative in enhancing their knowledge and skills.

In Russia, teachers are entitled to additional professional education at least once every 3 years. Notably, Canadian teachers are mandated to complete 100 hours of training every 5 years, whereas Finnish educators participate in 3 days of professional training annually. The specific duration of training required for Mongolian teachers to enhance their skills every 5 years remains unclear. In the United States, teachers must engage in ongoing professional development and education to renew their teaching license. In China and Norway, teachers are required by law to enhance their professional skills, but there are no specific regulations on the timing or content of training. However, teachers can improve their skills through authorized institutions offering additional professional programs.

While schools support strategic professional development activities, there is often a conflict between teachers' individual autonomy in determining their learning needs. Some teachers recognize the benefits of personal development and voluntarily seek to enhance their skills. The Mongolian **Teacher Development Support Law** (TDSL) emphasizes that teacher self-development is integral to supporting teacher growth. Teachers in the surveyed countries have reported significant changes in their professional development experiences and have made valuable contributions to the education system.

A STUDY ON THE FACTORS THAT INFLUENCE TEACHER DEVELOPMENT IN THE WORKPLACE

Creating an environment for continuous learning and development is crucial in helping teacher educators become effective teachers who can meet the demands of educational reform. A survey was conducted to gauge teachers' attitudes towards workplace development, with over 60 teachers participating in the study using an open-ended questionnaire.

Table 4. What are the factors that contribute to the enhancement of teachers' knowledge, education, and professional growth?

Nº	Answer	Number	Percentage
1	Theoretical knowledge	26	43.3%
2	Teaching methods and skills	36	60%
3	Learning and teaching methods	28	46.6%
4	Research skills	16	26.6%
5	Communication ethics	46	76.6%
6	Your own activity and creativity	32	53.3%
7	Information and communication technology proficiency	34	56.6%
8	Collective creative activities	44	73.3%
9	Learning environment	56	93.3%
10	Management support	52	86.6%
11	Teacher development policy	24	40%

The main factors contributing to the highest percentage of the responses above are the learning environment (93.3%), management support (86.6%), communication ethics (76.6%), collaborative creative activities (73.3%), and teaching methods and skills (60%). This highlights the importance of teachers working in a conducive learning environment with effective management support, focusing on collaborative activities to enhance teaching methods, and upholding ethical standards in communication to keep pace with modern advancements.

However, teachers also indicated the significance of theoretical knowledge (43.3%), teacher development policies (40%), and research ability (26.6%), suggesting that they may already possess sufficient levels of these factors. It is essential to determine whether teachers are not actively engaging with these aspects or if the existing policies are ineffective.

There may be a lack of clarity on how current activities align with teacher development goals, so presenting initiatives within the context of teacher development policies could yield positive outcomes.

Table 5. What are the key skills that impact teacher development?

No.	Answer	Number	Percentage
1	Ability to organize work effectively	18	60%
2	Communication skills	25	83.3%
3	Cognitive ability	14	46.6%
4	Ability to conduct observational research	11	36.6%
5	Attention, peace.	27	90%
6	Ability to anticipate the results and challenges of one's own work	13	43.3%

This suggests that all teachers possess work ethic, communication skills, and organizational abilities, but the level of pedagogical talent development determines their success in the profession. Teachers may:

- Quickly excel and reach high proficiency without delay.
- Progress slowly, occasionally facing setbacks, in acquiring pedagogical skills.
- Despite years of experience, struggle to attain high levels of skill.

Hence, it is crucial for teachers to continuously improve themselves by conducting research, writing materials, and staying updated with societal and global advancements.

Table 6. Research methods to enhance professional growth in the workplace.

No.	Answer	Number	Percentage
1	Developing a teacher development plan	26	86 %
2	Improving access to technology and equipment	22	73.3 %
3	Improving the use of information technology	25	50 %
4	Study and exchange of experiences	11	36.6 %
5	Run training and clubs for all teachers	1	40 %
6	Creating a psychological and creative environment	28	93.3 %
7	Promote and encourage teacher success	26	86.6 %
8	Encourage, monitor, and evaluate teacher development	24	80 %

From the responses provided, it was found that 93.3 percent of teachers supported the idea of establishing a psychological and creative environment, 86.6 percent favored the implementation of a teacher development plan to enhance teacher success, 80 percent were in favor of promoting, monitoring, and evaluating teacher development, and 73.3 percent agreed on the need to enhance the use of technology. This indicates that by improving access to technology, enhancing information technology utilization, and fostering a supportive psychological environment with available resources, teachers can experience rapid development.

Teachers need to anticipate societal development trends and align their educational practices with future needs. The progress and outcomes of teacher development rely heavily on the collective creative efforts of each teacher. Therefore, it is crucial for every teacher to acquire and continuously enhance the following skills:

- Enhance research skills: Master research methods, standardize them, and enhance their quality.
- Improve knowledge skills: Adapt professional, educational, and psychological attitudes.
- Enhance communication skills: Foster a collaborative and learning-oriented atmosphere.
- Develop leadership skills: Lead by example and strive to achieve set goals.
- Create an enabling environment: Establish development policies and provide conducive working conditions.

To ensure that each teacher acquires these skills, it is essential to establish a creative team where teachers can actively participate and contribute.

CONCLUSIONS

Each country has its own unique approach to selecting and implementing a teacher development model that aligns with its national characteristics, culture, and educational policies. In Mongolia, researchers are actively studying teacher development issues, but there is currently no specific policy in place to address this model. While teacher development initiatives are being carried out at both national and local levels, schools and educational policy makers are implementing training programs and activities. One key factor in teacher development is the active involvement and participation of teachers themselves.

A comparative study was conducted to analyze the teacher development practices in the selected countries, focusing on teacher training, professional development, and professional training.

- The training of teachers in the mentioned countries demonstrates that new teachers have acquired strong professional knowledge. The duration of study typically ranges from 3 to 5 years, with most countries requiring a teaching certificate and internship.

- Teacher training practices vary among these countries, with many mandating training every 3, 5, or 10 years of professional experience. In China and Norway, teachers are legally obligated to enhance their professional skills, although specific regulations on the timing and content of training remain unclear.

- Teacher training is an ongoing process aimed at enhancing the teaching profession, enabling educators to continually acquire new knowledge and improve their skills. Through continuous learning and research, teachers can expand their professional expertise and achieve professional maturity.

In summary, the above two studies highlight the importance of various factors for teachers to enhance their professional growth in the workplace. These factors include:

- Customizing teacher development activities to meet individual needs and ensuring their relevance.
- School management offering diverse forms of support for teacher development.
- Schools utilizing their resources to plan in-service training and provide high-quality materials.
- Promoting teacher development through open access to methodologies, opportunities, and the benefits of information technology.
- Enhancing mechanisms for evaluating the impact of teacher development and school reform on community development.
- Incorporating continuous development activities for teachers into their regular workload.
- Encouraging information exchange, training, seminars, and workshops to foster ongoing professional growth in the workplace.

TRENDS IN ONGOING TEACHER PROFESSIONAL DEVELOPMENT

- Focus on feedback and opportunities for reflection to assess the effectiveness of teacher professional development. This includes gathering feedback from students on teacher performance and from teachers on the impact of professional development on the school's management.

- Encourage collaborative work among innovative teachers to create a professional learning community. Teachers can identify their needs, work together to address them, and receive guidance from a qualified mentor to support continuous development.

- Adapt successful teacher development practices from other countries to enhance professional growth. Connect teacher development to performance, knowledge, and ongoing learning.

Enhance school-based resources and activate teacher development center activities to cultivate a team of creative school leaders. Utilize information technology to support teachers, implement distance learning, and advance teacher development for the benefit of preparing students for the future.

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