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Improving the system of professional development is a requirement of the period

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ABSTRACT: In today's rapidly changing and developing information and communication technologies, competition is intensifying, and the level of competence of students and professionals is becoming a key factor in science, technology and industry. In order to bring up a young generation with independent thinking, intellectual potential, deep knowledge and a modern outlook, able to take responsibility for the fate and future of the Motherland, it is necessary to choose educational technologies that take into account the psychophysiological characteristics of students. ..

In order to systematically and consistently implement the work in this direction, strategic measures on the priorities of the public education system of the Republic of Uzbekistan for 2017-2021 are being developed and implemented.

Key words: professional development, distance learning, credit module system, curriculum plan, general secondary education system, distance learning.

Introduction

Today, the paradigm of education is changing, in developed countries, educational standards, curricula are being improved on the basis of the principle of "lifelong learning" and a competent approach.

In the analysis of the current activities of educational institutions, the quality and effectiveness of the educational process, along with the achievements, there are a number of problems. Many of these problems are also related to the functioning of the retraining and advanced training system. Existing problems include:

• the size of the curriculum and study loads, the need to revise the criteria for independent study

• Inadequate use of the Internet, web technologies and opportunities for distance learning in the process of retraining and advanced training of public educators and in the process of direct training;

• Lack of organization of differentiated courses in the system of professional development and low level of individual approach to the teacher.

In order to overcome these problems, it is necessary to increase the knowledge and professional competence of teachers of public education, to inform school teachers about the latest achievements and changes in education, the results of scientific research in higher education and best practices. This, in turn, defines the main tasks aimed at the development of this field through the rational combination of advanced pedagogical and information technologies, taking into account national and world experience:

• Introduction of modern advanced practical forms and methods of retraining and advanced training in order to fully meet the methodological needs of public educators;

• organization of retraining and advanced training in general and special modules of disciplines in the relevant areas, as well as the creation of a modern methodological, information and reference platform for independent work on them;

• Establishment of practical integration of effective innovative foreign experience in the process of professional development and retraining, mutual exchange of experience, involvement of specialists, etc .;

MATERIALS AND METHODS

Taking into account the social order of the general secondary education system, overcoming the existing shortcomings in the professional training of teachers by improving their skills and organizing independent work, equipping teachers with modern pedagogical theories, innovations, educational technologies are important tasks for the system of continuous training. is calculated.

In this regard, the full implementation of e-learning depends primarily on the intellectual potential of society, including the informatization of education. At present, ways are being sought to develop e-learning and increase its effectiveness, and the introduction of new information technologies in education is at the center of reforms in the field of education.

The implementation of such tasks requires the improvement of the existing system of professional development of public educators, its development in accordance with the requirements of e-learning, the focus on the independent acquisition of fundamental knowledge in public educational institutions.

Hypertext and multimedia opportunities for distance learning create conditions for teachers to search for the necessary information and gradually apply it in their professional activities.

Distance learning based on modern information and communication technologies is characterized by:

- Independent learning activities of public educators based on various sources of information, course materials, rapid and regular communication with the teacher conducting the course;
- Ensuring pedagogical cooperation with participants of advanced training courses using different methods in relation to educational modules;
- Implementation of projects in collaboration with various city and district participants, discussions, organization of presentations of individual work, exchange of views;
- Collaborative work in a hypermedia environment;
- prompt control;
- Assignments in the development of educational materials. tests, use of presentations, etc.

The effective implementation of these tasks depends on the successful solution of the following problematic issues:

• The level of organization of the information environment of the educational institution in the organization of distance learning;

• It will coordinate the activities of specialists of various professions, including course leaders and organizers, pedagogical coordinators, highly qualified methodologists for the development of teaching materials, programmers who provide software and hardware for distance learning, network operators.

• Technological integration of information and educational environment for distance learning in the system of advanced training in accordance with the integration of traditional and electronic media,

computer and telecommunications technologies, virtual libraries, database resources, teaching materials and other large-scale didactic devices.

• Proper organization of training and Internet connection and its speed.

• The formation of Internet communication and adequate skills and abilities to work in it (media educator to independently manage, demonstrate and communicate all the tools at the same time; pedagogical moderator in the Internet forum, effective organization of work in video conferencing; based on communication and so on)

• Remote use of the only software platforms "E MALAKA", "E RECEPTION", which provide effective use of Internet resources.

• Ensuring that teaching materials and multimedia materials meet uniform regulatory requirements by teachers.

• Differential approach to learning participants (teacher's professional activity, listener's needs) in distance learning.

• Development of a single procedure for distance learning.

It should be noted that in recent years, the gradual transition to a credit-modular system of education in higher education institutions of the country has begun. In particular, it is planned to increase the number of higher education institutions from 2 to 85 by 2030, which will introduce an effective form of distance learning - credit-module system.

In fact, the credit-module training system is a system of organizing the process of mastering the curriculum, which regularly assesses the knowledge, skills and competencies of students by monitoring the learning outcomes and final control of the module, based on the composition of a training module.

A credit or a unit of credit is an indicator of the value of any educational activity included in the curriculum. Credit is a unit of measurement of the study load (time) spent by a student on the study and mastering of disciplines in a particular field of study or program (course). ¬Credit is a minimum amount of time set by a normative document for a student to study in the classroom and independently, usually for a week. The credit is given to the student after completing the assignments in a particular subject and successfully passing the final exam.

Each student should collect credits in the future in their chosen field and specialty. The accumulated credit will continue to serve the student throughout his life to improve his skills or get additional higher education.

Credit technology gives learners the right to choose the elective subjects included in the working curriculum, thereby directly participating in the formation of an individual curriculum. They are given the freedom to choose not only subjects but also professors.

The module is a separate individual study subject. It is part of a curriculum that covers several subjects and courses. It encompasses the acquisition of knowledge and professional aspects, and involves the completion of the appropriate type of control of knowledge, skills and competencies formed as a result of the mastery of the curriculum by the learners. It is a set of several disciplines (courses) aimed at developing students' knowledge and skills, the ability to think analytically and logically. In this case, the teacher organizes the learning process, reads live, video and audio lectures, coordinates and monitors the activities of the learner. The student learns the topic independently and completes the assigned tasks

The disciplines summarized in the module are easily formed from the theoretical and methodological disciplines to the practical disciplines, as well as on the principle of logical complementarity. The student is required not only to have information, but also to be able to process it and put it into practice.

This training system reflects the criteria for assessing the performance of students in the form of lectures, theoretical, practical, seminars, laboratory classes, internships, internships, course project (work), as well as weekly hours of independent study of students. Credits can be accumulated after students have completed all mandatory activities and they have been evaluated.

Credit units are a systematic way of describing educational programs by attaching credit programs to its components, i.e., modules, module blocks, courses, and so on.

The credit-module training system consists of the following forms of educational process:

• classroom classes - lectures, theoretical, practical, seminar, mobile, laboratory classes, teaching practice;

• Extracurricular activities - work in the scientific library, independent work, individual consultations, internships, course work, graduate work, participation of students in scientific conferences, etc.

Credit is an indicator of the implementation of the curriculum by the student and consists of the time (hours) spent on the relevant educational work.

In this system, teachers are chosen by learners. The number of elective subjects will be multiplied, i.e. the number of subjects that the learner can choose to study in sciences field will be greater.

In the credit-module system, academic borrowers who have not been able to accumulate sufficient credit in the subject in the educational institution are required to pay a fee for re-submission of control and assignments and have to study for a long time.

In the current teaching model, classroom lessons are a key part of the learning process. With the transition to a credit-module system, the role of the teacher as the main organizer of the educational process and the main source of information dissemination is diminishing. The learner will be at the center of this learning process. In doing so, he can study independently, choose a teacher and a subject. The introduction of this system should be an important factor in improving the quality of education, strengthening the relationship between teacher and student in this process.

In the implementation of the credit-module system, first of all, it is necessary to pay attention to the formation of skills and knowledge of teachers. It is also important to strengthen the teaching materials, the material and technical base of the educational institution, the formation of a culture of independent learning of students, the degree to which they accept this or that innovation. Bunda:

- The teacher expects the student to freely express their views on the subject. Sometimes this idea may not be consistent with the teacher's point of view. The teacher is well aware that the effective assimilation of knowledge depends on the teacher-learner and the learner-teacher relationship.
- the learner wants the teacher to show the ways of learning, not the knowledge itself.

In this case, it is normal for the learner that the teacher does not know the answer to this or that question. The learner asks the teacher to indicate the sources from which he or she can find the answer to his or her question. In addition, the learner expects the teacher to give clearly structured instructions.

In a credit-module system, its implementation as a whole is a multifaceted and complex systemic process. The credit-module principle focuses on two main issues: ensuring the independent work of students; is the assessment of students' knowledge on the basis of ratings. The main tasks are:

• organization of educational processes on a modular basis;
• determine the value of one subject, course (credit);

• assessment of students' knowledge on the basis of rating points;

• allow students to create their own curricula individually;

• increase the share of independent learning in the educational process;

• Ease of training programs and the possibility of change depending on the demand for specialists in the labor market.

• Module-based curricula are developed on the basis of a special scheme and include:

• full disclosure of learning objectives and tasks;

• Requirements for the qualifications of the student, which must be acquired at the beginning and end of the subject (course);

• a summary (syllabus) of each subject included in the module, ie topics of lectures, plans of seminars and practical classes, assignments for the assessment of independent learning;

• A brief description of the teaching (each teacher initially provides students with a syllabus, which includes a syllabus on the subject, a list of topics covered, a list of references used by students, and detailed assessment criteria). tools; consists of methods and forms of knowledge assessment.

RESULTS AND DISCUSSIONS

In the modular education system, a rating system is used to assess the knowledge, skills and abilities of students. It evaluates all the learning activities of the student, that is, the knowledge acquired in the classroom and outside the classroom, by scoring.

The application of the credit module system in the system of retraining and advanced training of public educators is also relevant at the same time.

According to estimates, in the public education system, the in-service training course for school teachers is allocated 4 weeks per month for training and certification. Curricula of all directions and specialties are reflected in the curriculum in two parts, namely, basic and elective subjects. Based on the requirements of the ECTS (European Credit Transfer and Accumulation System), it is planned to impose on the student the obligation to accumulate 4 credits (1 credit = 36 hours, a total of 144 hours) in professional development. In this case, the student will have to spend 72 hours per month on lectures, practical and mobile training and certification, 72 hours of independent study, a total of 144 hours. In

this case, 1 credit = 16 academic hours + 16 hours of independent study. Therefore, 1 credit is considered to be equal to 36 hours, and the student's weekly class load is equal to 18 hours. The amount of credit allocated for the qualifying internship is supposed to be made at the expense of the relevant subject or disciplines.

When introducing the credit module system in the system of advanced training and retraining, it is possible to perform the following main tasks:

• Development and approval of standard curricula adapted to the credit module system (special attention to the sequence, membership and interdependence of disciplines, ie integrative in the development of the content of the taught subjects or syllabus (curriculum)).

• Development of procedures for monitoring the knowledge of students in the context of a modular system of education and criteria for evaluating graduate work.

• Transition to electronic document exchange and digitization of the educational process, including the formation of lesson schedules, graduation, assessment, formation of student ratings, etc. k. Implementation of the project "Electronic Skills Development" (E-SKILLS), which provides for the introduction of

• Implement organizational measures for the introduction of a distance learning platform and equip it with the necessary equipment in the process of implementing the credit module system.

• Introduction of the European Credit Transfer and Accumulation System (ECTS) with the choice of subjects.

• Development of independent learning and practical activities of students (case study, coaching, processing, Workshop, etc.) on the basis of modern technologies and interactive teaching methods, and ensuring distance interaction between teacher and student (webinar technologies), including innovative and the widespread introduction of a modular, object-oriented and dynamic learning environment designed to develop analytical thinking.

• Connection to the videoconferencing system, which allows you to conduct educational activities in real time.

CONCLUSION

Thus, the center of distance education, organized on the basis of modern information and communication technologies, combines the independent learning activities of teachers. Reading, independent acquisition and application of knowledge has become an important need of the modern specialist in the professional activity in today's information society. This means, on the one hand, that it is possible for teachers to acquire knowledge where, when and under what conditions it is convenient, that the system of professional development that serves this needs to be more flexible, and, on the other hand, that teachers not only acquire a certain amount of knowledge it is important to master the methods of information retrieval, finding, analysis, processing, independent learning and cognitive activity for use in a continuous learning environment.

Teachers should be involved in intensive learning activities in the process of distance learning, not only to acquire knowledge, but also to learn how to apply them in their professional activities to solve pedagogical problems. This procedure for the organization of professional development makes it necessary for public educators to acquire and apply relevant knowledge, to find the necessary tools and sources of information, to learn to work with them.

In distance learning, the information environment of the educational institution is a set of specially organized components that provide systematic integration of information technology to increase the effectiveness of the educational process, on the one hand, and the educational process, which is closely linked with the learner - the listener. organizational, informational, educational-methodical and pedagogical-psychological support system.

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