



PEDAGOGICAL FUNDAMENTALS OF THE PROCESS OF PROFESSIONAL EDUCATION SYSTEM PROFESSIONAL DEVELOPMENT OF EXECUTIVE AND PEDAGOGICAL PERSONNEL

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Annotatsiya. Mazkur maqolada professional ta’lim tizimi rahbar va pedagog kadrlarini masofadan malakasini oshirishning pedagogik asoslari, tashkiliy-metodik shart-sharoitlari, masofadan malaka oshirishni samarali tashkil etishga salbiy ta’sir ko’rsatayotgan omillar va ularni bartaraf etish kabi masalalar yoritilgan.

Kalit soʻzlar: innovatsion yondashuv, axborot-ta’lim muhiti, integrallashgan, axborot infratuzilmasi, tendensiya, multimedia, “tarmoqli” o’qitish, motivatsiya, tyutor, individual, interfaol, attestatsiya.

Аннотация. В данной статье освещены педагогические основы, организационно-методические условия, факторы, оказывающие негативное влияние на эффективную организацию дистанционного обучения и их устранение.

Ключевые слова: инновационный подход, информационно-образовательная среда, интегрированная, информационная инфраструктура, тренд, мультимедиа, «сетевое» обучение, мотивация, тьютор, индивидуальное, интерактивное, аттестация.

Abstract. In this article, the pedagogical foundations, organizational-methodical conditions, factors that have a negative effect on the effective organization of distance training and their elimination are covered.

Key words: innovative approach, information-educational environment, integrated, information infrastructure, trend, multimedia, “networked” teaching, motivation, tutor, individual, interactive, certification.

In our country, attention is paid to the issues of improving the new professional education system, strengthening the material and technical base of educational institutions, equipping them with modern technical and information tools, as well as providing qualified educators and improving their skills.

In addition to material factors, the level of professional training, the potential of pedagogical personnel are also important in improving the quality and ensuring the effectiveness of Education. The system of professional development will be able to respond sensitively to significant shifts in social requirements directed in accordance with the content and nature of the work of pedagogical personnel, actively apply the most advanced achievements of world education to the system in order to fully meet the social requirements for improving the industry, make extensive use of teaching methods based on interaction between teachers and students,

Skill development and retraining is a scientific theoretical and practical preparatory process, which consists in familiarizing each employee with the latest scientific achievements, innovations in his specialty, mastering them, studying new practical methods of work, advanced work experience.

The analysis of scientific research and sources on the problem of research has shown that the following factors can be noted that the professional education system negatively affects the effective organization of

distance training of the leader and educator personnel:

the conflict between the current system of pedagogical personnel training, which is not sufficiently ready to respond to the changes that are taking place with the rapid renewal of the educational system;

lack of development of information and methodological support that serves to improve the skills of pedagogical personnel on the basis of information and communication technologies;

it shows that the creation of an integrated information and educational environment and the improvement of the processes of professional development of pedagogical personnel on the basis of modern information and communication technologies remain a source of a number of problems awaiting a solution of insufficient scientific justification, as well as pedagogical incomplete research. In finding a solution to the problems arising in this regard, first of all, the creation of the necessary information infrastructure is required when introducing modern technologies into the processes of professional development.

In the world education system, special attention is paid to scientific research aimed at improving the mechanisms of training teachers for innovative activities on the basis of modern principles of development, training creative thinking personnel, introducing pedagogical innovations in accordance with development trends and assessing its effectiveness. In particular, the need to increase the scale of scientific developments related to the design of educational materials in the conditions of an innovative educational environment, the use of computer technologies and programs, innovative approaches to the application of multimedial electronic means in practical classes is prominent in the effective organization of the process of training teachers for innovative activities. Of great importance in this is the methodology for analyzing its activities on innovative activities.

Training and retraining is carried out in universities, training institutes and training centers with the right to professional retraining.

This process can be separated from production, partially separated and undivided. Its form is determined by the educational institution of professional development, taking into account the complexity of the curriculum and in accordance with the needs of the buyer based on the contract concluded with him.

The duration of qualification and retraining varies and is determined in accordance with the goals and objectives set in each case. Skill development and retraining create the necessary conditions for the audience to master educational programs through the targeted organization of the educational process, application of the form, methods, technology of Education. These programs are developed, approved and implemented by educational institutions, taking into account customer fees, as well as state requirements for the content of additional vocational training programs.

The didactic principles of the distance education system carry out the psychological characteristics and educational needs of those studying in this form of Education.

The general didactic principles include:

1. Distance education, as a form of "networked" teaching, is based on independent educational activities that require the creation of special educational-methodological and attestation materials for learners.
2. Recognition of the independence of learners in choosing the content and duration of Education, a pragmatic attitude to intermediate and final attestation and assessment not as the goal and final result of education, but as motivation and self-control.
3. Separation of the roles of the consultant (teacher, tutor), directing educational subjects to independent educational activities, on the basis of didactic mutual action (dialogue).
4. Organization of education on the basis of modules that provide a higher level of variability and facilitate networked communication.
5. The variability of educational deadlines and, accordingly, the pace of the educational process.
6. The minimum reduction of training, the development of special forms that ensure their purposefulness.

Telecommunication tools and channels are used in the process of conveying educational and methodological materials of the tutor and listeners and providing individual advice, as a means of communicating and ensuring interactivity in the internal actions of the group.

The set of educational and methodological materials that provide the self-teaching activity of the listener includes only materials that can be used only with the help of equipment, which most of the audience can easily use.

The Model is designed, in general, for situations where there are no means of communication in the place of

the listener's study. The temporary training schedule can change and is agreed with the educational institution. The final attestation can be carried out with or without the participation of the listener.

In conclusion, general secondary education in the organization of the social cultural environment in schools, the social cultural environment in the educational space changes for the better if the leaders and educators who carry out activities in the educational system use technology education. The meaning and purpose of application of any technology is to optimize the process, exclude from it activities and operations that are not necessary for the result. In this, each element of teaching technology is matched by its intended place in one whole educational process, each technological action, each technological action has its own specific place in solving the issue of its optimization.

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