



PEDAGOGICAL PRINCIPLES OF THE PROCESS OF PROCESSING THE PROCESS OF PROFESSIONAL EDUCATION SYSTEM LEADER AND TEACHING STAFF

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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, special attention is being 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 informational means, as well as providing qualified pedagogues and improving their qualifications.

Along with material factors, the level of professional training and potential of pedagogic personnel is also important in improving the quality of education and ensuring its effectiveness. The system of professional development should be able to sensitively respond to important changes in social requirements directed in accordance with the content and nature of the work of pedagogic personnel, to fully satisfy the social requirements for the improvement of the field, to actively apply the most advanced achievements of world education to the system, the teacher and it is necessary to use teaching methods based on mutual cooperation between students and achieve an innovative approach to the professional activities of pedagogues.

Qualification improvement and retraining is a process of scientific theoretical and practical preparation of each employee, which consists of getting acquainted with the latest scientific achievements and innovations in his specialty, assimilating them, learning new practical work methods, advanced work experiences.

The analysis of scientific research and sources related to the research problem showed that the following factors can be noted, which have a negative effect on the effective organization of distance professional development of the professional education system of managers and pedagogues:

the conflict between the current system of teacher training, which is not sufficiently ready to respond to the changes taking place with the rapid modernization of the educational system;

lack of development of information and methodical support that serves to improve the qualifications of pedagogic personnel based on information and communication technologies;

It shows that the lack of scientific basis and incomplete pedagogical research of the creation of an integrated information-educational environment and the improvement of the processes of improving the qualifications of pedagogues on the basis of modern information and communication technologies remain the source of a number of problems that await their solution. In order to find a solution to the problems

arising in this regard, first of all, it is necessary to create the necessary information infrastructure in the introduction of modern technologies to the processes of qualification improvement.

In the world education system, special attention is paid to scientific research aimed at improving the mechanisms of training teachers for innovative activities based on the principles of modern development, training creative thinking personnel, introducing pedagogical innovations in accordance with development trends and evaluating their effectiveness. In particular, in the process of professional development, in the process of effectively organizing the process of preparing teachers for innovative activities, the design of educational materials in the conditions of an innovative educational environment, the use of computer technologies and programs, scientific approaches to the use of multimedia electronic tools in practical training. the need to increase the scope of development is being highlighted. In this case, the methodology of analyzing one's own activity in terms of innovative activity is of great importance.

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

This process can be separated from production, partially separated and non-separated. Its form is determined by the higher education institution, taking into account the complexity of the curriculum and in accordance with the needs of the employer based on the contract concluded with it.

The duration of training and retraining is different and is determined in each case according to the goals and tasks. The training and retraining educational institution creates the necessary conditions for students to master educational programs through the purposeful organization of the educational process, the use of educational forms, methods, and technology. These programs are developed, approved and implemented by advanced educational institutions, taking into account the needs of the customer, as well as the state requirements for the content of additional vocational education programs.

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

General didactic principles include:

1. Distance education, as a form of "networked" education, is based on independent educational activities that require the creation of special teaching-methodical and attestation materials for students.
2. Acknowledging the independence of learners in choosing the content and duration of education, taking a pragmatic approach to intermediate and final attestation and evaluation as motivation and self-control rather than as the goal and final result of education.
3. Separating the roles of a consultant (teacher, tutor) who directs educational subjects to independent educational activities based on didactic interaction (dialogue).
4. Organization on the basis of modules that provide a higher level of diversity of education and facilitate network communication.
5. Variability of educational periods and the pace of the educational process in accordance with them.
6. Minimization of classes, development of special forms that ensure their appropriateness.

Telecommunications tools and channels are used by tutors and listeners as a means of communication and interactivity in the process of delivering teaching-methodical materials and giving individual advice, in the internal actions of the group.

The set of teaching-methodical materials that ensure the self-education of the listener includes only those materials that can be used only with the help of equipment and that the majority of the listeners can easily use.

The model, in general, is designed for situations where communication tools are not available at the listener's place of study. The temporary study schedule is subject to change and will be agreed with the educational institution. The final attestation can be conducted with or without the direct participation of the listener.

To sum up, if leaders and pedagogues working in the educational system effectively use technology education in organizing the social and cultural environment in general secondary schools, the social and cultural environment in the educational space will change in a positive direction. The meaning and purpose of any technology is to optimize the process, to exclude from it activities and operations that are not necessary for the result. In this case, each element of the teaching technology has its appropriate place in the entire educational process, each technological operation, each technological action has its specific place in

solving the problem of its optimization.

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