

INFORMATION-EDUCATIONAL ENVIRONMENT OF PROFESSIONAL DEVELOPMENT OF PEDAGOGICAL STAFF IN SECONDARY SPECIAL PROFESSIONAL EDUCATION SYSTEM

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ABSTRACT

In article highlighted innovative organizational-didactic forms of professional development of pedagogical staff, it can be realized only on condition of readiness pedagogical staff for implementation of self-educational activity for professional-personal development. And also substantiated realization of innovative organizational-didactic forms in professional development system of pedagogical staff, in identification, theoretical justification and experimental check of pedagogical conditions of introduction of innovative organizational-didactic forms in practice. By results of research methodical recommendations about introduction of innovative organizational and didactic forms, developed models and technologies in practice of work professional development system of pedagogical staff.

Keywords: Innovation, distance learning, system, increasing qualification, practice, development, pedagogical staff, researches, results, education, didactic forms, practice.

INTRODUCTION

Problems of reforming education in our country can be successfully solved if to this activity adequately pedagogical staff are prepared. At the same time the analysis of practice testifies that professional competence of the modern teacher lags behind inquiries of quickly developing educational process. This circumstance staticizes the questions connected with improvement of pedagogical education in general and improvement of training of the teacher in the process of continuous pedagogical education.

We don't think improvement of continuous pedagogical education about without the analysis of a current state of pedagogical science. First of all, it should be noted that the analysis of development of the most pedagogical science testifies to change of its status and a place in system of other sciences.

System-forming factor of continuous pedagogical education supports the idea of forming the orientation of the individual teacher's continuous professional and personal self-improvement. Analysis of the results of studies on actual problems of improvement of qualification of pedagogical staff, shows that the need for modernization of this system derives primarily from the need to bring professional development to everyday practice of the pedagogical activity, both in content and in the territorial sense, to reduce the gap between educational inquiry and teacher satisfaction.

At the same time, not always educational, the query may be formulated as a clear order to the system of professional development, teachers are often forced to settle for a set of existing programs and courses offered by educational institutions of professional development, based on existing personnel, resources and understanding of the needs of teachers. It should be noted that in the system of professional training has already realized the

necessity of modernization as goals, content and forms of work. In other words, the training system should be transformed into a system of continuous support of the processes of professionalization of teachers.

However, emerging trends are not yet spread enough that would allow the changes to be irreversible and also is not adequately addressed some important aspects that cannot be implemented within the traditional structure of professional development of teaching staff.

The fact that the training system is not enough uses the internal capacity of the education system, namely the experience of practicing teachers. Its view of the various forms of generalization and spreading of experience is not enough, as it has been proved that in most cases innovative pedagogical experiences do not transfer in an unchanged form. And space for assessment and reflective activities related to this experience, opportunity to learn the traditional system of training does not provide.

In addition, to support professional and personal development of a teacher is especially important to organize the support system in intercourse period, when the teacher is faced with major challenges when attempting to implement new knowledge in practice.

The increasing of pedagogical staff qualification in the form of distance learning involves the development of teacher education programs for teacher upgrading, with subsequent interim and final certification in educational institution training having the state accreditation. Implementation of distance improvement of professional skill of pedagogical staff seems us through information and communication environments that allows:

- to organize of teachers in system of improvement of professional skill;
- create and implement professional and personal development of the teacher,
- use a variety of interactive, learner active forms of training,
- to integrate resources of professional development.

LITERATURE REVIEW

Today in pedagogics there is an intensive development of methodological consciousness, one of which major indicators is growth of number of scientific works on problems of the organization and carrying out pedagogical researches; theorization of pedagogics - refusal of monopoly of the principle of generalization of the best practices, classification of scientific works depending on a way of representation of the studied subject on empirical and theoretical.

Modern problems of methodology of psychology and pedagogical researches are developed by such domestic and foreign authors, as: V.P.Bespalko; R.Kh.Djuraev; K. M. Levitan; G. V. Mayer; G. U. Matushansky; N. A. Muslimov; V. Okon; M. M. Potashnik; E.S.Rapatsevich; Kh.F.Rashidov; G. N. Serikov; A. Ya. Friedland; S. A. Homochkina; A.V.Khutorskoy, etc.

The theory and practice of pedagogical technologies finds reflection in N. N. Azizkhodjaeva's researches; V. I. Andriyanova; I. B. Stenovskiy; P. I. Tretyakova, etc.

Questions of the theory and practice of distance education are lighted in works: G. O. Abdullaeva; V. V. Abrosimova; A. V. Gustyr; L. G. Maksudova; O. A. Orchakova; E.S.Polat; V. I. Soldatkina and others.

Techniques and technologies of use information and communication technologies in education, to formation of the information and communication environment, are widely presented in works, R.N.Ambrosenko; G. P. Andreyeva; Sh.S.Akhrarova; V.P. Bespalko; I. V. Zadorojna; M.P. Lapchik; M.Kh.Lutfillaeva; I. V. Robert; S. A. Usmonova; E.K.Khenner; T.G. Shmis; D.G.Yuldasheva, etc.

Positively estimating theoretical and practical experience in area of a solution of the problem of continuous pedagogical education, at the same time, it is necessary to recognize that the developed structural and substantial and procedural components don't correspond to the nature of professional activity of the teacher.

The matter is that today pedagogical activity is at the same time both mass, and creative. But if pedagogical activity – mass, it demands rather standard system of preparation. And as pedagogical activity – creative, it assumes creation of opportunities for self-realization of the identity of each teacher. During too time, system of continuous pedagogical education tries to develop creative pedagogical identity on the basis of standard, stable educational structure.

In logic of personal and activity educational technologies it is obviously possible to overcome mass and reproductive character of continuous pedagogical education, removing its level, providing, development in the teacher of a view belief, individual style and technology pedagogical activity.

Thus, progress of continuous pedagogical education is naturally connected with creative use of the developed traditions and a wealth of experience, with basic updating of its ideology, the contents and technology. They have to become object of scientific researches and organizational and administrative decisions.

METHODOLOGY

Network interaction can become for teachers "the powerful instrument of advance of innovative educational programs and create conditions for formation of the network expert community capable to have impact on educational policy» [1].

For joint collective and individual activity in a network has to exist the general information and communication environment, equally accessible for all participants. This component includes material conditions in which professional development is organized:

- auditoriums for holding internal meetings events (audience of educational institutions, informational-resource centers, etc.);
- the points of distance access located on the places of residence of participants of a network for ensuring distance interaction (the personal computers having connection to the Internet);
- the equipment, technical means used for carrying out educational actions, means of presentation, a grant (printing and electronic).

The main technological component of the network information and communication environment of professional development in model of distance learning, is the individual program of professional development - the structured action program of the teacher in the network information and communication environment of professional development on some

fixed period which assumes individual rate of professional and personal development of the participant of network interaction.

- The substantial structure of an individual educational program is founded on a combination of different types of modules;
- obligatory modules which are offered to be mastered to all participants of interaction;
- modules at the choice of the participant of a network which enter into part of an individual educational program, obligatory for performance;
- facultative modules;
- the ratio between three types of modules is defined by the general program of professional development. Each module has a certain number of conditional hours. The individual program of professional development is realized in various organizational forms;
- the internal part consists of internal network events (adjusting session, seminars (for choice), total reflexive session).
- distance part - the period between internal network events during which participants are trained and communicate indirectly, is mastered by materials project - analytical events and the distance training modules, perform individual tasks, build professional communication on the Internet, develop total project qualification works (individual and collective).

The purpose of adjusting sessions is introduction of listeners to innovative educational space of the network information and communication environment of professional development, granting opportunity to study the map of educational resources, a variety innovative the practicing them.

By means of the received information participants form the draft of the individual program of professional development within the uniform program.

Substantive sessions consist of internal, virtual events and remote part of professional development. Their purpose is realization by subjects of interaction individual program of professional development, elimination of own professional difficulties, development of professional competence.

The purpose of total reflexive session is examination and self-examination of the projects realized by subjects of interaction, and self-diagnostics of professional competence. Thus, as requirements to the network program of professional development and interaction the network community can put forward various situation: On the basis of the program of professional development in a network activity is built. The program is standardized according to intra network criteria.

Unlike the educational programs realized in the traditional structures of system of professional development standardized on formal grounds network programs are standardized taking into account that their realization assumes relative independence of subjects of the network information and communication environment, ready rather long time to be in the self-education mode. The educational component of the network program of professional development in this case can become material on which ways of implementation of activity are fulfilled.

Realization of educational programs of distance learning is provided with self-educational activity of the trained. In too time, new information and communicative means change the principles of the organization and functioning of self-education. With their help the last as an active component takes root into any kind of activity.

For modern self-educational activity there were peculiar specific forms of government. Management of self-education becomes norm of its existence and a type of professional activity. It is possible to tell that the self-educational sphere is definitely institutionalized by use of expeditious administrative procedures of the decentralized type. For this reason self-education, on the one hand, democratically and freely, with another, functioning within these or those social or professional communities [3].

Realization of model of self-education of teachers in the system of professional development constructed on the basis of andragogical and personal and activity approaches taking into account features of application of information and communication technologies as means of self-education provides development of professional competence of teachers.

Efficiency of functioning of model self-education of teachers means of information and communication technologies in professional development system has to be provided with observance of the following pedagogical conditions:

- development of the information and communication environment of system of professional development;
- orientation of educational process in system of professional development on development of self-educational activity of teachers by means of information and communication technologies;
- implementation of permanent pedagogical assistance of self-educational activity of teachers in system of professional development [4].

RESULTS

Use of information technologies allowed listeners to make the changes to the contents and other additions in a training material, to deepen it, based on personal experience, becoming "coauthor" of its developers.

In the content of work of the second direction in training and self-education of listeners it was included obligatory use of information and communication technologies and appropriate assistance of the teacher of formation of ability of self-educational activity.

The program of professional development of pedagogical staff "Internet in education". The program "Internet in education" established in the framework of educational program of training teachers in the use information and communication technologies (ICT). The course material was considered relevant methodological, pedagogical and organizational issues of Internet use in education. The principal feature of the developed course is that the substantive emphasis is on the comparison of the efficiency of resource use and Internet technologies within the traditional educational process and the educational process, built on the principles of learner-centered learning and the use of new pedagogical technologies.

The course had a purpose - acquisition by learners of necessary knowledge about didactic properties and functions of the Internet, psychological and pedagogical peculiarities of using the Internet in education, information and communication environment and the formation of a

network of educational communities. As well as developing learners' skills related to using social services, Internet, training materials and tools the organization of the educational process of new generation in professional activities.

In accordance with the purpose, in the process of implementing the course the following tasks were solved:

- expanding horizons of learners in the field of information and communication technologies in education,
- understanding of the didactic possibilities of the Internet as a learning tool in an ICT environment;
- familiarity with the experience of using the Internet in continuous pedagogical education;
- development of professional competence of teachers in the use resources and Internet technologies in the educational process and create conditions for the formation of modern information-educational environment of teaching;
- familiarity with various web services and social networking tools and training to exercise their informed choice in order to effectively implement the tasks of pedagogical communication, pedagogical actions, the organization of educational process;
- development of readiness teachers to use various online services for self-education;
- develop the capacity of teachers to initiate and take part in the work of professional associations, to implement network projects;
- encourage participants to work together to develop the rules and norms of network behavior in certain communities, the ability of moderation.

The content of the course has a modular structure and can be used in the system of advanced training of pedagogical personnel in the form of separate modules, depending on the needs of the learners.

Module 1. The module addressed the methodological issues of using the Internet in education, a review of didactic features and functions of the Internet, determined a range of psycho-pedagogical problems associated with the use of the Internet in teaching. They also considered the integration of new pedagogical and information technologies in the educational process, with special emphasis on telecommunication educational projects and distance learning technologies.

Module 2. The module addressed the issues of the use of resources and Internet technologies in the teaching of various academic disciplines and in the training of different categories of learners.

Module 3. In the module discussed the main issues of creation of information-communication environment, planning methods and organization of work of learners with network resources, as well as issues of organization of monitoring of efficiency of educational process with the use of the Internet.

Module 4. The module addresses the issues of organization of network educational communities of different levels were dealt with examples of the most successful projects on creation of network pedagogical communities.

Each module is assumed mandatory time for individual or group reflection, carried out with the help of study tools and services the Internet; for the teacher of the outcome of the reflection group become the basis for adjusting teaching methods and enable the

implementation of feedback with the learners. The course includes both invariant and variable part. The variable part consisted of modules that reflect the specific professional interests of various groups of learners.

Each module is rated at 9 hours (8 hours of training and 1 hour of reflection). Depending on the level of competence of trainees, time in process module could be increased by additional independent work of learners. Invariant part gave the opportunity to review, explore and discuss the services and tumors. The variable part focused on the deepening of practical skills and an awareness of the place of this work in the professional activity, was a combination of training and design modules.

For the best development of the studied services and tools, and also practice of constructive network communication, the design module was organized as group work. Development of the program in general is connected with studying, practical application and the analysis of various means of the Internet (Web2.0) which can be potentially used in professional work of listeners.

The considerable share of an independent choice listeners of means for implementation of the tasks, reflexive responses is supposed. Training assumes individual work, work in groups that will allow to estimate advantages and shortcomings of the mastered means of communication during training.

Performing various practical tasks, listeners improved skills of work with thematic resources of the Internet and use of instruments of network communication. Listeners gained practical skills of planning, the organization and carrying out the telecommunication educational project, and also development of the project of a course for the distance learning realized on the basis of technologies of the Internet. Productivity of training of listeners was estimated on in advance certain and famous listeners to the criteria assuming not only expert opinion of the teacher, but also some objective indicators giving the chance to make a self-assessment:

- productivity of performance of the current tasks to each of course modules;
- activity of listeners in group activity;
- quality of final work.

The current tasks finished work of listeners on each of course modules. These tasks were aimed at self-examination of the knowledge and abilities acquired when studying the concrete educational module, the part from them correlated the studied material to the real practical experience of training which is available at everyone trained, suggesting to find answers to topical problematic issues.

CONCLUSION

Modernizations of system professional development of pedagogical staff follows in need to approach training to daily practice of pedagogical activity, both in substantial, and in territorial sense, to reduce a gap between educational inquiry of the teacher and his satisfaction.

The concept of formation of network models of training on the basis of network educational technologies has to succeed traditional model of training in system of professional development of pedagogical staff.

Network forms professional development of pedagogical staff allow to carry out methodical maintenance of self-education of the teacher without separation from professional activity that means, first of all, not only that the teacher don't leave the workplace, how many that the distance between the theory and practice of training is reduced.

As a result of formation of system of the relations also there is a full network interaction, the communications allowing to develop, approve and offer professional community innovative ways of activity are formed.

The principle according to which, any knowledge is available to each participant of community is the cornerstone of management of network community of exchange of experience. It is promoted by variability of forms, methods and means of professional interactions in community.

The personal knowledge of participants of pedagogical community makes the information and education environment which keeps development of community which, in turn, keeps development of an information and education network and through its development - self-education of certain participants of community.

Formation and existence of network pedagogical community has to lean on the operating system of professional development of pedagogical staff provided that in educational institutions of professional development the changed programs of training focused on activity in information and education networks which are carrying out both in internal and in remote forms of education are used.

Information and methodical support of network pedagogical community demands formation of new roles of pedagogical and methodical workers. The network provides preservation of distinctions between certain participants (and by that variety of their resources), at a simultaneous recognition them collective values and aspiration to achievement of common goals by active inclusion in process of joint activity and association of resources. As participants of network interaction in network programs of professional development teachers, irrespective of regional accessory and professional specialization act. Significant participants in the network information and communication environment of professional development are teachers innovators - carriers of innovative professional experience. For joint collective and individual activity in a network has to exist the general information and communication environment, equally accessible for all participants.

Application of ICT as means of self-education of teachers in system of professional development can not only intensify self-education of teachers, but also it is essential to make active it. And, for participants of process of self-education extent of saturation of the information and communication environment is defined by their level of ICT readiness: than ability and readiness of the teacher to use means of ICT in the activity, that a wide range of opportunities which provide modern technologies is higher.

Application of the educational technologies with use of ICT which are stirring up self-educational activity of teachers and aimed at the development of its professional and personal development can be realized as in the course of preparation of final work of students of professional development, and at the organization of special educational events.

The model of distance learning includes the integrated information and communication environment, with alternative definition of a role of various factors - technological, pedagogical, organizational and methodical.

Didactic means of distance learning act as the instrument of submission of the contents, control and management of educational cognitive activity of the trained.

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