

INNOVATIVE FORMS OF TEACHER'S CONTINUING PROFESSIONAL DEVELOPMENT IN THE SYSTEM OF ADDITIONAL PROFESSIONAL EDUCATION

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ABSTRACT

The analysis of the recent problems of the development of professional competence of the university professor in the system of additional vocational education is presented in the article. The author of the article carried out the analysis of modern innovative forms teacher's continuing professional development.

Keywords: President Decree, training, education system.

INTRODUCTION

Carriers ideas renewal and modernization of education are teaching staff, training requirements which are in continuous pedagogical education system are constantly increasing. The task of training highly qualified teaching staff with the necessary level of professional competence, it is necessary at all levels of teacher education system (up to high school preparation, training in high school, post-graduate training). Additional vocational training is an essential component of modern general education, and at various stages of the process of general education of its leading component.

One of the possible ways that could affect the improvement of the professional competence of teachers, is the continuous professional education, including a system of professional development of educators. It should provide timely assistance to teachers and be advancing, personal and practice - oriented nature. Of particular importance, this problem becomes in the further training of teachers in system of additional vocational training.

LITERATURE REVIEW

The "On measures to further improve the System of retraining and vocational training of senior teaching staff of Higher Educational Institutions"¹ retraining and professional development of pedagogical staff's system aims to meet the educational and professional needs of human professional development, ensuring compliance with its qualification changing conditions of professional and social environment.

The system of additional vocational training as an independent branch of professional educational activities involved in the preparation of teachers and practitioners who have the established pedagogical experience, keeping the accumulated potential teacher should create favorable conditions for a broad introduction to the educational practice of modern achievements in the field of pedagogical knowledge.

¹ «Decree of the first President of the Republic of Uzbekistan on 12.06.2015 y. # DP-4732»

METHODOLOGY

The demand for teachers is a new type of work requires a restructuring of additional professional education: changes in the objectives and content of education, the transition to methods (active, creative, individual), aimed not only at the acquisition of knowledge, but also the competence, the connection of theory and practice. Innovative phenomenon generating the specifics of teacher activity in modern conditions, cause the transition from the educational process knowledge paradigm to competent, from the "reporting" - interactive teaching methods.

Formation of readiness of teachers to learning and self-learning involves the use of innovative approaches to the inclusion of the contents of additional vocational training required search skills, ensuring continuous training activity mode.

RESULTS

The development of new content teachers professional-pedagogical activity is due to the system of supplementary education. Teachers strive to realize their professional interest and obtain quality training. The teacher himself can determine the most important aspects of improving their professional skills and to actively use the new forms of continuing education:

- Refresher courses and retraining;
- Problem seminars, discussions;
- Network educational community;
- Conferences, festivals, round tables;
- Webinars, video lectures, video conferencing;
- Remote refresher courses;
- Electron media.

The system of teacher training acts on the basis of common programs with the development of the content of professional activity of invariant modules, developed by the Ministry of Education of Russia. Therefore, a search for new ways and methods, professional development of teachers on the basis of the conditions of variant developed training modules that take into account the specific features of educational institutions.

The system of pedagogical conditions of realization of the process of development of professional competence of the teacher in additional education system must be based on a modular structure and pedagogical integration of content, methods and forms of the educational process and include an integrated educational and thematic plans; targeted modular training programs; educational-methodical complexes; system diagnostics level and nature of the professional knowledge and skills of the teacher, active forms and methods of learning, communication and other modern technologies; analysis of the integrity of the professional work of the teacher and the design of professional self-development and other programs.

In addition, the introduction of new forms of teacher training allows them to facilitate the solution of professional pedagogical problems. One of these forms become distance learning, which meets modern requirements to the system of additional pedagogical education:

- The availability of an additional teacher education;
- Implementation of the principle of continuous pedagogical education;
- Variability and flexibility of educational programs of additional vocational training.

DISCUSSION

The ongoing process of informatization of society entails computerization of education considered as a process of providing education methodology and practice of development and optimal use of modern means of information and communication technologies focused on the implementation of the learning objectives.

The range of applications of remote technologies allows us to speak of a qualitatively new stage of the organization of educational process in secondary vocational education. Features and specifications of distance learning in recent years, growing very rapidly. The need for the introduction of distance learning technologies in the education of teachers is due to the fact that in modern conditions the teacher have to educate ourselves throughout all educational activities, so education should be a continuous life. Continuing education is strongly associated with distance learning, that is, with the implementation of network technology and network technology, in turn, open up great opportunities for the effective implementation of student-centered education paradigm.

Networking educational community - is a resource created for communication minded, who want to share experiences and gather the necessary information. One of the main advantages of online communities is that they provide the ability to use free and open electronic resources. It is also the leading domestic and foreign publishers provide the opportunity to see any teacher webinars, video lectures, video conferencing on any subject.

In the organization of teacher training process big role to conduct workshops and trainings. Given the specificity of the audience, the form of presentation implies enabling students during training to make inferences, to adapt the content and test the knowledge gained. We agree with the view Panfilova A.P. that the basic tools for the development of professional competence of the teacher must become a "permanent dialogue, discussions, debates, role-playing and simulation games, training and communication exercises, analysis of situations and game design, as well as brainstorming and other creative and interactive technologies that develop and form a completely new competence of both the teacher and students, showing the need for the development of analytical and emotional intelligence, leadership potential and strategic thinking. "

By analyzing changes in the system of pedagogical support teachers can be noted:

- Increase in the number and diversity of topics additional professional programs for teachers;
- Increase in the number of participants of additional professional education;
- The growing interest, activation of participating teachers in the implementation of additional professional programs;
- Development of networking in the implementation of additional professional programs;
- Increase the quality requirements of the audience realized additional professional programs.

CONCLUSIONS

Thus, the update of professional competences and improving teacher training requires more mobility and flexibility of additional professional education. In education, there is an intensive process of formation of new information resources and new educational services, so

the process of training of teachers in further vocational education system cannot be a one-time and short-term nature. It is necessary to establish a system of regular methodological support, for the purpose of continuous development of the professional competence of the teacher.

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