

ENHANCEMENT OF PROFESSIONAL DEVELOPMENT SYSTEM OF PRIMARY EDUCATION TEACHERS ON THE BASIS OF NEEDS

Pulatova Dildora Turgunovna

Senior lecturer of the Institute for retraining and professional development of leading specialists of the public education system named after Abdulla Avlani is a doctor of philosophy in pedagogy (PhD)

UZBEKISTAN, Tashkent

ABSTRACT

This article is devoted to regional centers of retraining and advanced training of public education specialists and it provides information on the mechanisms of professional development based on professional needs. It also introduces innovative ideas and approaches for improving the qualifications of primary school teachers.

Keywords: Primary class, teacher, school, education, activity, necessity, continuous, training, diagnosis, mechanism.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In the direction of improving the system of professional development of public education employees, relevant work is being carried out to improve quality and efficiency in many educational institutions of professional development. The main attention is paid to ensuring that each specialist has a clear targeted qualification. It has been established that the use of professional pedagogical diagnostic methods will give good results in ensuring that the qualification improvement process is clearly targeted and highly effective.

In the decree of the president of the Republic of Uzbekistan № PF - 5712 dated April 29, 2019 “on approval of the concept of development of the system of public education of the Republic of Uzbekistan up to 2030”, attention is paid to qualitative updating of the content of the system of continuous education, as well as the content of training, retraining and professional.

The concept of development of the system of public education of the Republic of Uzbekistan up to 2030, the existing system of improvement of qualifications in the Category 2 of Chapter B, is not in line with the needs of teachers, the content of qualification courses and the methods used are outdated, the mechanism of remote retraining of teachers through the use of modern.

One of the positive works carried out in the current period in the direction of improving the system of professional development of the staff of public education is to identify the existing needs for further improvement of the level of professional training of the staff in educational institutions and to establish the satisfaction of these needs in the process of professional development. As a result, the content and methods of professional development are aimed at improving the real educational process in educational institutions with a real goal. But the effectiveness of this mechanism of professional development based on the needs of public education workers is not at the level expected now.

The main reasons for this are that it is not enough to identify the needs of teachers on the basis of professional pedagogical diagnostics in advance and take these needs into account in the

formation of orders for qualification improvement, in the process of qualification training, as well as in the modern improvement of the content and techniques of qualification improvement courses; it consists in ensuring the regular conduct of work in the direction of professional diagnostics, organizing professional diagnostics of teachers in schools, for this purpose, acquaintance of managers and pedagogical personnel in schools with modern forms and methods of carrying out professional diagnostics, Organization of targeted professional development on the basis of practical use of professional diagnostics results and other issues are not.

In the work on improving the system of professional development of public education employees, methods and tools are used in accordance with the peculiarities of this system. These are the introduction of the methods that will give the best results of the organization of this system, as well as the use of professional pedagogical diagnostic methods to improve the skills of pedagogical personnel as the main tool.

The level of professional training of teachers of primary education in terms of their position obligations, state educational standards in their subjects, educational plans, programs, relevant normative-legal and educational-methodical documents, knowledge of their requirements, at the same time, skills of teaching (teaching), skills of upbringing, personal qualities that provide the humanitarian factor in the educational process, impartial control and assessment of the.

On the basis of the analysis of the results of these pedagogical diagnostics and the conclusions drawn from them, the professional training of primary education teachers is determined by the content and forms of professional training in order to ensure that the educational institutions in which they work are at the level required for the implementation of their future plans, tasks and in.

Currently, qualification courses are planned on the basis of the orders of the regional public education departments. Regional Public Education departments formalize orders taking into account the provision of training of managers and pedagogical personnel of educational institutions in their territories in the established periodicity (once in 3-5 years). Here it is does not pay due attention to the actual needs for professional development, that is, to take into account the level of professional training of management and pedagogical staff and the gaps in it, as well as the directions in which it is necessary to update and deepen their existing knowledge, and to set specific goals on their basis.

Teachers of primary education are involved in the following forms of professional pedagogical diagnostics during their studies in the course of professional development. With them, the level of preparation of the audience in the appropriate directions is determined by conducting a quick professional diagnostics (in the form of an entrance test) at the beginning of the training of the qualification course. Taking into account its results, as a result of the organization of qualification training, it is ensured that these training sessions are clearly targeted and achieve the intended effect from them. In the process of studying in the course, it is carried out to take into account the quality of mastering, at the same time, the control of the required level of training and the needs of the audience in the training by carrying out the current control of the mastering of the listeners in the relevant subjects.

Final attestation at the end of the qualification course (in the forms of Exit test and qualification protection) is a specific official form of professional Diagnostics, which determines the results of the assesment of the listener.

The main forms and methods of professional pedagogical diagnostics of primary education teachers are as follows:

- Diagnostics based on the study.
- Observation and analysis of training activities.
- Diagnostics based on:
 - The answers to the questionnaire questions are based on the diagnosis of the problem.
 - Diagnostic testing based on the test.
 - To examine the results of students' assimilation in the study of non-negative
 - Sociological research on the study of the thoughts of parents
 - Go doing self-diagnostics

To determine the results of diagnostics, to analyze them, to summarize, to draw conclusions, to make false recommendations.

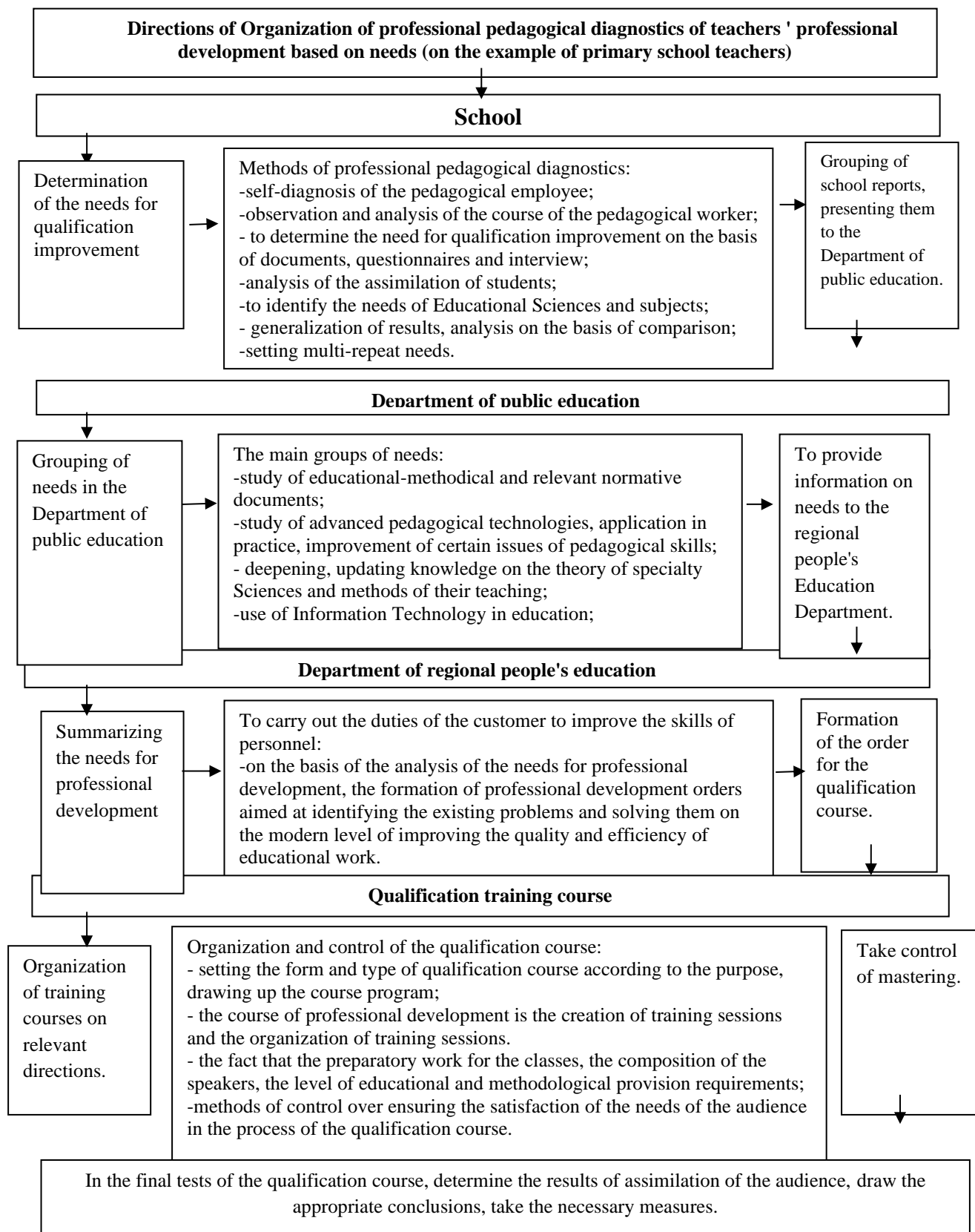
Each of these forms and methods is used in accordance with the specific objectives of the case, taking into account its own characteristics.

Training groups will be established in the educational institution on the basis of mutual compatibility of the specialties of the audience and the goals set for the improvement of qualifications.

In this order, a certain purposeful and effective professional development will be organized, which will suit the real needs of each listener and educational institution.

It is aimed to develop and implement the procedure for making rapid changes to the content of qualification improvement courses on the basis of the needs of teachers' professional development orders on the practical use of the results of identified professional diagnostics. Below is the general scheme of the needs-based qualification scheme.

5-picture. General scheme of improvement of needs-based qualification of public education employees



In this picture, the directions of the organization of professional pedagogical diagnostics based on the needs of primary education teachers are defined. In particular, the methods of

professional pedagogical diagnostics, the determination and analysis of the results of professional pedagogical diagnostics, the development of real recommendations on the basis of analysis, the content of professional development in accordance with recommendations, the setting of forms, ensuring the satisfaction of needs in the process of professional development and carrying out control.

The head of the school and the head of the method Union determine the gaps in the professional training of the teacher and provide information to the District Department of public education. The Methodist of science of the Department of public education of the district summarizes the need for teachers in schools in the district, allocates them into groups and forms orders for professional development. The Department of public education of the region summarizes the needs of teachers in the districts and orders Regional Centers for professional development of the region.

On this basis, the tasks of the school, the district (city), the Regional Department of public education, as well as the Centers for retraining and professional development of the employees of the regional public education were determined.

As a result of the improvement of the system of professional development of public education employees based on needs, the possibility of further improvement of the quality and efficiency of the process of professional development is created. It is necessary to define the directions and techniques for the implementation of this urgent task on the basis of research, taking into account the peculiarities of improving the system of professional development based on the needs of employees of public education.

In carrying out professional pedagogical diagnostics, it is important to identify the need for professional development of pedagogues in accordance with the plans for the development of the educational institution in which they work. Taking into account this, on the basis of the organization of professional diagnostics of teachers in schools and the practical use of its results, an opportunity is created to improve the content and methods of professional development courses at the modern level. To do this, it is necessary to familiarize the management and pedagogical staff in schools with modern forms and methods of professional diagnostics and ensure regular implementation of works in this direction. It is also necessary to take into account the data on the self-professional diagnostics of teachers in this study.

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