

## MODERN APPROACHES TO PROFESSIONAL DEVELOPMENT OF PUBLIC EDUCATORS

**Radjiev, A. B.**

The rector of Institute of retraining and advanced training of managers and specialists of the public education system named after A. Avloniy, **UZBEKISTAN**

### ABSTRACT

This article reveals the organization of retraining and in-service of public education staff in the Republic of Uzbekistan, existing problems and proposed ways to overcome them.

**Keywords:** In-service, retraining, periodicity, independent learning, distance learning, continuing education, credit module.

### INTRODUCTION

During the years of independence, significant work has been done to develop education in the Republic of Uzbekistan, including the improvement of the system of advanced training of public educators. The country has adopted laws, regulations, government decisions and state programs based on them, which form the legal and regulatory framework for the development of education. The system of retraining and advanced training of public educators also has its own strong legal and regulatory framework, and this foundation has created ample opportunities for the development of the system. In accordance with the created opportunities, work is underway to organize education in the system of retraining and advanced training of public educators, to define its content and to continuously improve this content.

The rapid development of the country's socio-economic life poses a challenge to the education system, including the system of retraining and advanced training of public educators, to ensure the rapid implementation of very important tasks. Changes in socio-economic life require the training of personnel who can meet the needs of tomorrow, not today's needs. This makes it a vital necessity to develop a system of retraining and advanced training of public educators (in the text - the system) and to improve it to the extent that it can meet the requirements not only of today but also of the future.

Due to this need, the content of education in educational institutions is also improving, as well as retraining and advanced training of public educators who are part of the system. In particular, standards of advanced training - state requirements, on the basis of which improved curricula and programs, texts of lectures and practical training were developed. These educational and methodical complexes are constantly updated and improved.

#### **Current situation**

The current legal and regulatory documents define the procedure for periodic training of public educators, according to which the heads of educational institutions for 3 years and teachers

They improve their skills once in 5 years. The duration of in-service training is also strictly defined, ie at least 144 hours. According to this procedure, public educators are involved in professional development in accordance with the established periodicity and are trained on the basis of a 144-hour program[1].

Forms of education in the system of advanced training are also clearly defined in the legal and regulatory documents, and today they are used at different levels. In particular, the following forms of professional development of public educators have been identified:

- training in a specialized educational institution for advanced training;
- Teaching by the "teacher-student" method;
- gaining knowledge through independent reading;
- distance learning;
- gaining experience in the form of internships.

### Issues

Unfortunately, only the first and partially the fourth of the 5 forms mentioned above are used in the training of public educators. An average of 85,000 staff members will be retrained annually through in-service training on the basis of in-service training institutions. There are positive aspects of this form of training: the employee is immersed in the training environment free from all distractions, spends a month exchanging experiences with colleagues from different regions, ie not only theoretical knowledge and practical skills, but also advanced pedagogical innovations. returns to his / her educational institution. There are also specific disadvantages of professional development in isolation from production: living in a permanent place of residence and away from family for a month, only one type of activity - study - naturally causes some inconvenience to the educator. On top of that, the appointment of another educator for a month to the students he teaches can also cause some inconvenience to the students.

As a result of a joint project of the Republic of Uzbekistan and international financial institutions, in 2010 the necessary infrastructure for distance learning of public educators was created, and in the form of distance learning, an average of 9,000 employees are trained annually.

The quarantine cases associated with the COVID-19 pandemic have also affected the retraining and advanced training of public educators. From April this year, the organization of direct training of public educators on the basis of advanced training institutions has been suspended. All advanced training courses will be conducted online through the ZOOM platform [2].

All three of the forms of in-service training currently in use have one feature - the employee is involved in in-service training for 3-5 years and is required to master a 144-hour program within a set time (usually -4 weeks, i.e. -1 month). In this case, the content of the training program of the training course is formed by the relevant educational institution, and the wishes and needs of the training staff are not taken into account. Of course, such a program does not satisfy everyone. To the question "To what extent did the content of the course satisfy your professional needs?", 20% of the respondents answered "fully satisfied", 20% "partially satisfied", 50% "did not satisfy" and 10% "did not know". gave. A large proportion of those surveyed noted that the benefits and effectiveness of the course would have increased if their needs had been taken into account in shaping in-service training programs.

There are also specific problems with the established periodicity of training. True, it is much easier to organize and manage staff training once every 5 years. The employee is included in the list of trainees once in 3 or 5 years and his / her training is organized by the relevant educational institution. However, in today's world, where the amount of information is increasing day by day, the fact that a leader or educator is not involved in training for 1 month and then for 4 years and 11 months, his level of knowledge and skills does not meet modern

requirements. The results of a study conducted in October-November 2019 prove this view. Most of the teachers who teach different subjects did not get a positive assessment from the test assignments given in their subject and its teaching methodology.

### **Solution**

In order to overcome the above-mentioned problems, it was proposed to shift the system of professional development of public educators from the periodicity to the principle of continuity, from the obligation to the principle of voluntariness based on needs in the content of training. This will require the formation of curricula and programs of advanced training courses in the form of separate training modules, the organization of courses on the basis of credit-module system and the effective use of modern ICT to manage these processes.

Implementation of these proposals will allow to organize training in accordance with the professional needs of employees, providing them with the opportunity to form individual educational programs, to assess their mastery on the basis of credits accumulated as a result of mastering independently selected training modules [3].

In the case of periodicity, it is advisable to make it mandatory for public educators to undergo a certain amount of training each year (for example, at least 36 hours). In countries with developed education, this volume is at least 100 hours.

As a result, a system of continuous development based on a credit-module system will be formed, which will provide annual training for public educators.

In addition to the formation of the internship program based on their professional needs, the employee is given the opportunity to use various forms of professional development (study in an educational institution, distance learning, independent study).

Of course, the implementation of the above proposals requires retraining and advanced training of public educators in the form of various training modules by professors and other specialists who develop the content of education. That is, it is necessary to divide the content of advanced training into independent units (modules) for independent learning. The main essence of using the opportunities of modern approaches to professional development is to deliver the content of in-service training, consisting of modules, to the registered staff using the opportunities of modern information technology and their mastery of this content at a convenient time and time.

As a result, it is possible to take into account the needs of students in the organization of educational processes in advanced training institutions, to replace one subject module with another at the request of students, and to form a training program from the desired modules of students (or customer institutions).

It is also required to develop and implement a special software platform that monitors the training of each employee on their own program and summarizes the results of training.

### **CONCLUSION**

The introduction of a system of continuous professional development, which provides for the annual training of public educators, will have the following positive results:

introduce a credit-module system of training in the process of continuing professional education of public educators;

there will be an opportunity for public educators to independently choose and master the forms of continuous professional development aimed at meeting their professional needs;

there will be an opportunity to introduce differentiated professional development programs based on the level of qualification, knowledge, scientific and pedagogical potential and work experience of public educators;

along with traditional skills development, blended-learning and on-the-job training will be introduced;

on the basis of the results of training of public educators in seminars, conferences, webinars, master classes, simulation trainings and other training courses, as well as the accumulated credits, they will be able to be exempted from compulsory training in full or in part;

A special electronic platform "Continuing Vocational Education" based on a single database, which allows you to monitor the training processes of each employee and keep a personal account, will be introduced.

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