INNOVATIVE - VARIANT APPROACH TO IMPROVING THE QUALIFICATION OF PEDAGOGICAL PERSONNEL AS A MAIN FACTOR IN PROVIDING THE QUALITY OF EDUCATION

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ABSTRACT

This article is revealed in detail the modern approaches to improving the education system of the Republic of Uzbekistan on the basis of an innovative and variational approach, revealing the broader meaning of the system of alternative training. It also presents the concepts, objectives and specific requirements for variational training, as well as the socio-pedagogical model of creating a system for improving the qualifications of the public education staff based on an innovative – variational approach.

Keywords: Improvement of professional skill, innovative approach, innovative-variational approach, variability, variational-step approach, regular training, needs-based, advanced training system.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The transformations taking place in all spheres of our society, innovative processes in economic and social life and, most importantly, the choice as the main task of reorganizing society - the task of emancipating the individual, creating conditions for each person for the free manifestation and development of their abilities, generate a situation in education when new requirements for the training and professional development of the teacher of the continuous education system are updated.

New socio-economic conditions in Uzbekistan today cause an increase in the number of teaching staff. The increase in wages in the teaching sector is causing an influx of mobile, young enough and, as a rule, the most qualified, highly competent teaching staff. At the same time, unemployment in other spheres of production gives an influx of fresh forces to the educational institution, qualified production workers, who, as a rule, do not have pedagogical education and experience in teaching.

It is impossible not to notice that in the new socio-economic conditions, society, and after it the state imposes new strict requirements on educational institutions and pedagogical staff. It is clear that the teacher himself makes new demands on the training and continuous improvement of teaching staff following society and the state. Thus, new requirements for pedagogical workers cause, accordingly, new needs of the pedagogue for advanced training. With the formation of the labor market, the growth of unemployment and other consequences of socio-economic changes taking place in the country, the issues of professional improvement of the teaching staff of professional educational institutions are becoming an increasingly urgent problem for the teacher himself, for society and the state, for the education system. Hence the great interest of scientists in these issues.

Our analysis of theoretical research gives grounds to say that a wide range of modern research is associated either with socio-economic problems of forecasting the development of the

education system, incl. system of advanced training, or with the study of individual objective or subjective reasons for the shortcomings of the existing system of advanced training and, accordingly, changes in local factors and phenomena in the process of advanced training.

As a significant drawback of many forms of advanced training, teachers who differ in teaching experience and the level of professional competence call the insufficient practical orientation of the content of advanced training, its isolation from the needs of teachers of modern educational institutions.

Questions arise: Was the same practical orientation expected by teachers with different experience and level of professional competence, who provide a variety of educational services? How should the level of generalization of information, forms and methods of improving qualifications differ depending on the level of their professional competence? How is it necessary to differentiate the needs of teachers in professional development in order to optimally ensure the individual trajectory of their professional growth?

The professional growth of a teacher is an integral, continuous, irreversible, stepwise development process, which depends on the nature of the students' activities. The result is a holistic experience of professional activity, consisting of a set of four elements (knowledge of the world and methods of activity; experience of activity, including professional experience, which, in turn, consists of the experience of real practical activity and the experience of ideal, i.e. intellectual activity (thinking); experience of an emotional-value attitude to reality, including the motives and needs of activity), common within a certain level (stage) of development. The driving force for a teacher to reach a particular stage of professional development is the experience of an emotional-value attitude to reality, and the experience of intellectual activity (thinking) is an integrative component of professional development, which determines the key element of the content of professional development at each level, which is simultaneously the main criterion for the formation of this level of development and the level of the teacher's readiness for pedagogical activity. The higher the level of professional development of a teacher, the more important is the role of oversituational thinking in relation to situational thinking, the more reflective and personal in nature thinking and, accordingly, less objective and operational.

The most important function, a system-forming factor and the leading idea of an innovative - variable system of advanced training is the formation, orientation of the teacher's personality towards continuous professional and pedagogical self-improvement, transforming oneself to solve problems, complicating creative pedagogical activity, launching the process of self-organization and self-realization of the teacher in his professional life.

The development mechanism of this orientation is personality transformation, when a teacher from an object influenced by various factors of the surrounding professional environment turns into a subject capable of reducing personal dependence on environmental factors by gradually reducing the number of uncontrollable factors and increasing the number of controlled ones. This transformation takes place at the external level, when the teacher moves along an individual trajectory in the educational space, and at the internal level, when he chooses the goals of professional development and the means of achieving them.

In the process of research, we have developed a new technology designed to improve the qualifications of teachers who implement the model of a graduate of a general educational institution.

According to this model, the essence of the proposed technology consists in maintaining educational situations in parameters that bring the dynamics of the student's change closer to the corrective model of a graduate of a general education institution.

One of the essential important components of the technology developed by us is the training form of classes with teachers of educational institutions. Let's clarify: training is a systematic exercise (training) aimed at developing, mastering and consolidating the knowledge, skills, and abilities of trainees.

When conducting training, it is based on the individual and personal characteristics of teachers, the motivation for learning and the need to master new knowledge, skills and abilities.
The modern practice of advanced training of pedagogical workers is developing in the direction of personal orientation, ensuring the continuity and variability of the professional development of teachers.

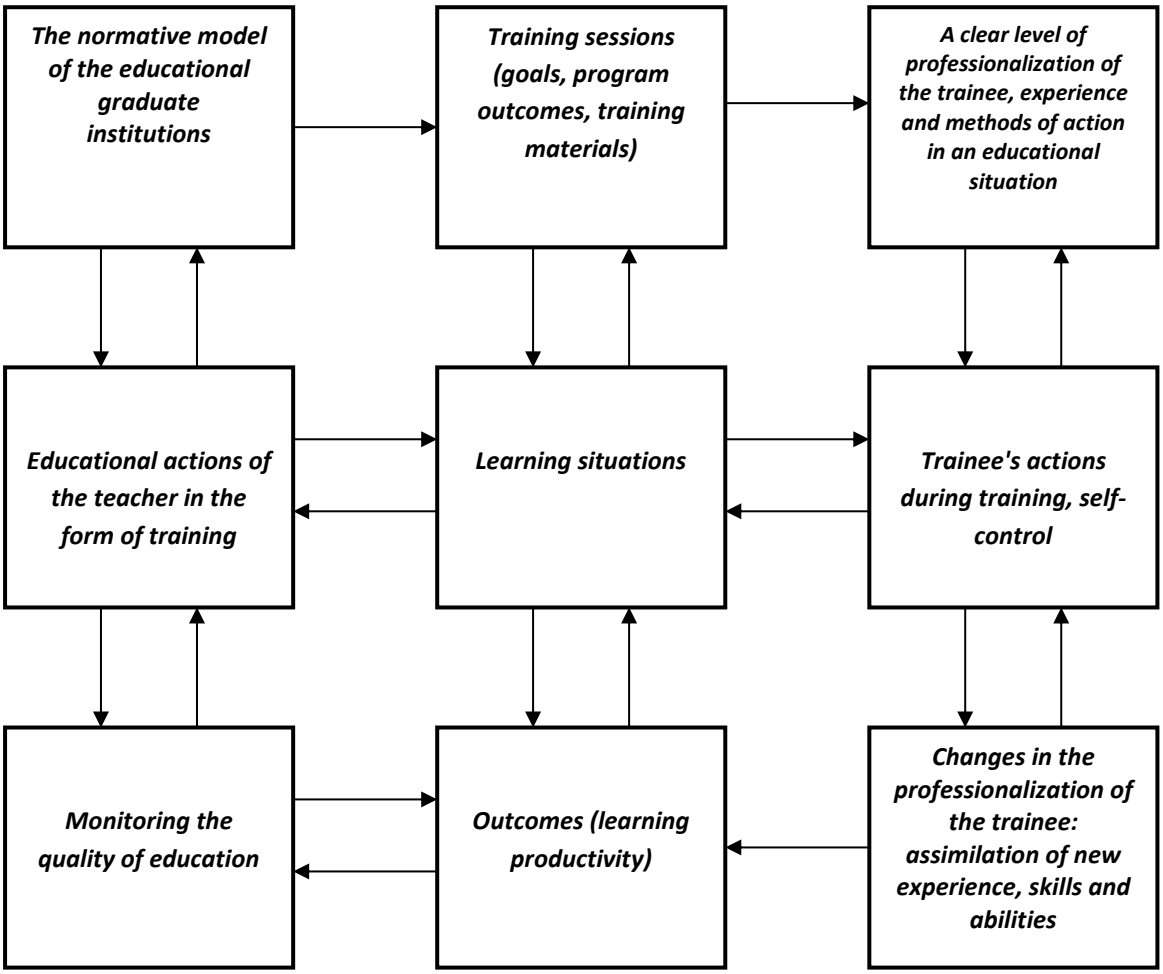

Fig. 1. Model of the educational process, providing the technologization of the process of professional development of teachers

Against the background of such problems, the system of advanced training of pedagogical personnel itself often finds itself in captivity of outdated pedagogical thinking, which is characterized by uniformity and centralism of content, an orientation towards a traditional knowledge approach, an extensive path (adding educational courses, increasing the time of retraining, etc.) , which ultimately only strengthens the position of outdated pedagogical thinking in professional educational institutions.

In addition, one cannot but take into account the serious contradictions caused by changes in the traditional concept of production and consumption of the services of the advanced training system.

The results of our research indicate that objective processes have an immediate impact on the diversity, level of needs and motives of professional growth of teaching staff, which requires, accordingly, a systematic approach to studying the conditions for the development of the existing system of advanced training.

In accordance with the purpose of our study and in connection with the presence of the above contradictions, it seems important to us to reveal the main directions of the development of the PC system as a condition for effective management of the professional growth of teaching staff of educational institutions.

In order for the professional qualifications of a teacher to be in demand on the labor market, the fundamentality of his education is necessary, which can develop in the PC system due to the teacher's constant movement towards increasing the level of generalization of knowledge from empirical to theoretical.

In the aspect of the structure of the content of the PC, such a movement can be realized, first of all, due to the modular construction of the content of the PC. The theory of the modular approach means that functionally completed elements of content (structural elements) are distinguished in it, with the help of which it is possible to design various options for curricula and programs (depending on the specific goals of the educational process and individual characteristics of students. The modular approach in the PC of teachers will make it possible present in the content of training different types and orientation of the content of the PC.

In line with the changing emphasis in education; with the transition from the "knowledge" approach to the "activity" approach, which assumes that knowledge from the main and practically the only goal of education becomes only one of the components of the content of education, the purpose of which is to be a means of activity, an anticipatory change in these accents in the system of training and retraining of pedagogical personnel.

Knowledge that determines the activity orientation, incl. knowledge about the activity itself is a means of mastering the skills of activity. Knowledge-skills, tactical and strategic, practical and intellectual, are a means of realizing activities and a means of forming creative thinking. Therefore, the third condition for the implementation of an activity orientation in PC is the formation of creative thinking as a means and a necessary condition for transforming pedagogical activity. In addition, an indispensable condition for the implementation of an activity orientation is the formation of motives and needs as a driving force for the transition from knowledge to skills and further to creative thinking.

The mechanism for the implementation of such a multistage activity of a teacher is "the construction of objectively necessary stages of educational and cognitive activity." The theoretical basis for the implementation of multistage professional development activities are ideas about universal ways of developing thinking; theory of mental development in the learning process, based on the empirical type of thinking.

The most important thing in teaching by the theoretical type of thinking is that knowledge about the object of assimilation is not directly transferred to the student. The actualization of this

knowledge in the educational material, its reproduction and presentation to the student as a subject of assimilation is mediated by the student's activity in transforming the educational material, subordinate to it.

Today, teaching theories based on theoretical thinking are gaining more and more adherents (this is a requirement of the time), but their rejection by the majority of teachers of all types of educational institutions, incl. professional development is still taking place. We adhere to the point of view that the training system should use theories of learning based on different types of thinking. The optimal use and development of each of them is determined by the goals of training, the level of development and cognitive needs of students, as well as the preparedness of personnel working in the PC system.

In the process of formation and development of creative pedagogical activity, the productive and reproductive elements of the activity are closely interrelated. The experience of creative activity as a whole and its individual elements are formed, grow from reproductive experience, from essential knowledge and skills, independent (tactical) thinking and the corresponding emotional-value relationships. In addition, the creative level of mastering the content is not required for all educational material. This means that the cognitive activity of students in these cases should be organized according to a scheme other than "full-fledged".

The principle of the diversity of professional educational systems is their diversity, alternativeness, variability, a variety of educational programs, content, forms and methods of teaching, differentiation and individualization of the professional.

a) Differentiation of educational programs.

Today in PC the differentiation of educational programs is based primarily on the subject-professional orientation or on some other subject interest and needs of students. This kind of differentiation in the PC will continue to expand through the introduction of a wide variety of programs based on modular content structure. Differentiation according to the level of professional development of students is much less common in PC. Meanwhile, in our opinion, it is very important to differentiate educational programs by the level of cognitive activity of students, by the level of generalization of information, etc. Differentiation based on the choice of a teacher, scientific advisor can be very promising in PC.

b) Individualization of educational programs.

The right of an individual to professional development in accordance with their characteristics: abilities, interests, plans, etc., as well as the need of a market economy for the individual development of specialists, incl. and teachers, can and should be implemented in the PC due to the variability of the individual educational trajectory of the teacher, the variability of the choice of goals, forms and means of professional development, PC institutions, teachers and scientific leaders, etc.

c) The diversity of PC institutions for teachers means there is an alternative to public PC institutions, incl. at factories, firms, public, private organizations, etc.

d) The variety of types of PC institutions for teaching staff of educational institutions means that the teacher can receive services in the field of postgraduate (no matter what level and direction) education in any institution, of any type and type, which has an appropriate license for a postgraduate type of educational services , or even better, state accreditation. This will give an opportunity for a pedagogical staff without a pedagogical education to receive the necessary psychological and pedagogical training, a teacher or engineer who does not have a working qualification, to undergo appropriate training and acquire the necessary qualification category, etc. get any additional postgraduate education in the educational space.

The principle of openness in the PC means:

- internal emancipation from various kinds of dogmas, openness towards various philosophical, economic, pedagogical, etc. currents, different scientific schools, etc .;
- active partnerships of PC institutions with the public, various public institutions: councils, colleges, etc., with enterprises and organizations, various government departments, other educational institutions of any type and type;
- reporting of the PC institution to the public, the possibility and availability of control on its part, the involvement of the public in the board of the educational institution, contractual relations with the founders;
- business, scientific and other relations with educational institutions of all regions of Uzbekistan, as well as with foreign colleagues;
- providing teaching staff with the right to choose any PC institution, any educational program, teachers and scientific leaders for individual professional development;
- market relations between PC institutions, the growing competition between them.

The principle of public administration of the PC in conditions of:

a) development of democratic financing mechanisms, incl. regulatory funding per student, etc .;

b) development of democratic mechanisms for managing PC institutions, incl. introduction of boards of trustees as public governing bodies of a PC institution;

c) introduction of democratic mechanisms for quality control of PC services, incl.

- internal control, implemented through self-assessment systems, regular certification of the teaching staff and methodological staff, mutual control of scientific, pedagogical and administrative personnel, mandatory, thorough study of students' opinions;
- external control, carried out with the help of public services, provided for by the current Laws.

The principle of self-organization of students in the PC is to implement the tendency towards "self-development", "self-study", etc. teaching teaching staff. Training should exactly correspond to their cognitive needs, which arise in the process of self-improvement of the teacher. Thus, the condition should be realized when not "the teacher (scientific advisor) leads the student", but "the student walks in front", but the teacher (scientific advisor) organizes the implementation of the cognitive needs arising from the students at the appropriate level of activity.

In the PC system at all levels, the role of independent work as a means of organizing independent activities should increase. The methods of independent work in the PC system include: work with scientific and educational-methodical literature; performance of various kinds of tasks, independent, control works; research, experimental and innovative work, implementation of term papers, copyright projects, etc.

The principle of multilevel in PC involves the allocation of interrelated stages of continuous professional development. The content of advanced training for each stage is presented in the form of the four above-mentioned components, which are common within a specific stage, and the experience of an emotional-value attitude to reality should be presented as a driving force for the transition from one hit to another; experience of intellectual activity (thinking) as an integrative component that determines the key element of the content and the goal of professional development at this stage; knowledge and experience of practical and intellectual activity - means for the development of holistic professional experience.

The principle of complementarity (complementarity) with basic vocational education and within the PC means

a) professional "additional training" for work at a specific workplace (in a specific educational institution of a specific type, type, training in a specific profession (specialty), a specific academic subject, etc.).

b) the development of additional qualifications that increase general professional competence, they are called "basic". We are talking about such qualifications as the use of a computer, databases and data banks, legal, economic, environmental, sanitary and medical culture, etc.

c) periodic study (development) of novelties in the field of science, technology, technology in the pedagogical industry, trained professions (specialties), related industries.

d) satisfaction of personal non-formal educational needs that are not included (or are included only partially) in educational programs implemented by PC institutions. They can be satisfied by the teacher independently with possible informational, consulting, etc. assistance to the establishment of a PC.

The principle of maneuverability of programs in a PC for teaching staff of educational institutions means the creation of technologies for "docking" the content of advanced training programs for teachers of different subject and professional orientation, different stages and levels of professional education in PC. This principle implies training for a possible change in the subjects or specialties taught, the organization of paid educational services, incl. within the educational institution and individually, etc.

The principle of continuity in the PC of teaching staff means, firstly, the continuity of the content of PC in relation to basic education, incl. pedagogical and non-pedagogical, i.e. determination of the place of the PC in "end-to-end" standards and programs (which is not included in the objectives of our study), and, secondly, the continuity of the content inside the PC, i.e. continuity of content at different stages of professional development, in related subject-professional, incl. directions and in various forms of professional development.

In the presence of these conditions, any pedagogical staff of educational institutions will be able to choose those postgraduate education programs that are more consistent with their individual needs for professional development. They can have different levels of professional development, professional aspects and length of study.

Forms of learning in the PC system can be

- at the macro level: full-time, part-time, part-time, distance, external studies, "open" training;
- at the meso-level: professional retraining, courses, various methodological associations; conferences, seminars, trainings, pedagogical and industrial internships, research, experimental and innovative work as part of temporary creative teams, a school of pedagogical experience, organizational, activity and innovative games, etc.
- at the micro level: lectures, seminars, educational and business games, trainings, discussions, exchange of work experience, open lessons, presentation and analysis of work experience, defense of pedagogical projects, individual and group consultations, etc.

Analysis of the traditional PC system of teaching staff reveals a number of systemic discrepancies in the composition, structure and functions of PC. Meanwhile, the problem of meeting modern requirements for the PC system of teachers of educational institutions on the part of consumers of its services: the personality of the teacher, society, production, as well as

the system of secondary specialized, vocational education, can be solved using a variable approach.

The variable approach in the PC of teachers of educational institutions means, on the one hand: diversity, multi-level (including fixing the stages of professional development), differentiation and continuity of educational programs in the educational space, the possibility of advanced and continuous education, diversity and continuity of forms of education in various educational institutions; on the other hand: the right of an individual to professional development in accordance with his characteristics, abilities, interests, life plans, etc. variable choice of an individual educational trajectory in the educational space, choice of goals and means of professional development, PC institutions, teachers, scientific advisers, etc.

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