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Methods for Modernization of the program of employment of the education system

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Abstract

The article describes the existing problems in the training of public education staff, the shortcomings encountered in this area, and the ways to address them. The curricula and programs currently in use in the educational institutions and recommendations for their updating are given. It also outlines the prospects of modernization of the system of professional development of public education staff.

Keywords: Public education, teachers, training, retraining, need, vocational demand, educational institution, educational process, curriculum, curriculum, competitive environment, information space

Introduction

In many countries, the problem of teacher training, retraining, and advanced training is of utmost importance and public policy is at the forefront. Teacher demand and professional demand have a high impact on the development of the state and society (Muhammad *et al.*, 2012) [4].

To date, the retraining and professional development courses for teachers of preschool, general secondary, secondary special and non-school educational establishments have been organized based on state requirements, with a duration of one month each month, totaling 144 hours.

The training is carried out on the basis of the curriculum and program approved by the Ministry of Higher and Secondary Special Education. According to the syllabus, the trainees will be trained in 4 blocks (except for the training courses of the heads of educational institutions, which will be conducted every three years and centrally implemented at the Avloni EHRCC, the pre-school SPCCMO and INIT). They are:

- Normative and legal bases of organization of educational process. At the same time, the works and reports of the President of the Republic of Uzbekistan reveal the issues of community development and education, and the legal framework for the organization of educational and educational processes in the public education system. He is given 36 hours.
- Advanced educational technologies and teaching skills. It describes advanced educational technologies and world experience, pedagogical skills and competence, psychology of educational activity management, practical foreign language problems. He is given 36 hours.
- Application of information and communication technologies in educational process. It seeks to address the issues of information and communication technologies in education, the design of the personal and professional information space of the teacher. He is given 36 hours.
- Specialty subjects. It presents the modern approaches and innovations in the teaching of subject matter, the methodology of teaching the subject and the selection module. He is given 36 hours.

Main part

At the end of the training the trainees will undergo qualification certification, which will include online exit testing and qualification protection.

The current stage of development of the education system of the Republic of Uzbekistan is characterized by the intensification of the process of modernization and systemic changes in

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the general direction. The purpose of these changes is to adapt the educational process to the demands of real life, to create new, modern mechanisms for the continuous updating of the educational process, to identify the needs of the individual, society, and state. In order to meet these fundamental objectives of modernizing basic education, each student needs an individualized and differentiated approach to the implementation of the state requirements applicable to the training system (Bécherel & Vellas, 1999; Melvin, 2000; Pomfret & Anderson, 1997) [2, 3, 5].

Consequently, the task of modern training and the most important component of modern development and innovation is to train a qualified expert who can independently choose the trajectory of individual development in a high-tech competitive environment, taking into account the needs of each student.

Rapid progression includes important changes and upgrades in the professional development process of the trainees 'response to students' academic performance, teaching methods, tools for evaluating teaching methods, organizational forms and other methods. Therefore, special attention should be paid to the level of professional knowledge, skills and competences of the trainees and their professional activities in the course of training. For this purpose it is necessary "... to enhance the status and prestige of the teaching profession, provide material and social support to the staff of educational institutions and public education, to create the necessary conditions for their effective work."

Analyses

In the course of the training, students should be able to provide sustainable impetus for the learning process as a result of pedagogical, psychological and acmeological observations of students, to reveal the meaning of the knowledge gained by students, to learn new technologies of goal setting and apply them into educational practice. This is of particular importance to the success of their activities in the audience. In addition, it is important that teachers do not primarily teach students to learn or memorize what they are learning from a particular subject, but to build the competences to apply what they have learned in real life situations (Welch & Yang, 2011) [6].

It is worth noting that enriching the didactic, methodological, methodological and philosophical views of the average age of 45-50 years in the country, teaching them how to meet the new educational standards is the weakest part of the professional development system. To address this vulnerability, it is necessary to update the state requirements, qualification requirements, content of all curricula and programs created for the training system, and update according to today's requirements. Thus, it is not difficult for the listener to work in a paradigm of literary knowledge, but for them to move to a "knowledge-based" approach in the course of training.

Taking into account the above, the system of professional development is a requirement of the time for professional development of modern teachers and radical reform of the system of advanced training. The educational process is a multifaceted and complex process that covers all the components of the education system, and any changes in the education system are consistent with the teaching activities that are the subjects and executors of the educational process.

It is important to remember that the retardation and vulnerability of the socio-economic and spiritual-moral development of society depends on the quality of education and its outcome. The solution of these problems is the implementation of the ideas on modernization of the system of professional development, retraining and certification of teachers in the field of education. These ideas will address the necessary conditions and objectives for the organization and implementation of the learning process aimed at the individualization of additional trainee programs. The main source of these conditions is regarded as the development and implementation of a teacher's self-development system in the system of continuous education.

The peculiarity of the organization of the educational process in the system of advanced training is to provide a holistic development of the professional skills of the students. This is confirmed by the rating of the trainees who have been trained in this project.

In an interview with the trainees it became clear that the effectiveness of the advanced trainings that were held during theoretical trainings was inferior to independent training. In addition, 40% of trainees have suggested making courses at least once a year, while 60% of them prefer practical classes. This is due to the fact that the most common method of advanced training is not just to improve the professional skills and abilities of the trainees, but also to use the newest technologies in the teaching practice. That is why, in the course of practical training professors improve their professional skills through self-education. The current system of professional development of teachers in the public education system is focused on interdisciplinary learning of their traditional experiences, rather than the various innovations that the audience will encounter in the learning environment. At the same time, the level of innovation in the learning process is not always consistent with the skills of the trainees in the real work environment. Therefore, the main purpose of the internship for today's public education system is to provide students with the latest pedagogical and ICT skills, and to integrate the learning process with the use of best international practices.

Our task in this area is to work hard on our dedication to the organization of these processes, in-depth study of a particular foreign language in order to apply best international experience in educational practice.

Thus, the teacher must have sufficient qualifications in the field of self-education as the core subject for the development of education. Currently, the definition of "modern teacher image" and the optimal conditions for its professional development should be one of the most important tasks of the Ministry of Public Education.

Today, the modern education system is tasked with finding the answer to the question "How to become a modern teacher?" The standardization and modernization of the pedagogical education system is aimed at solving this problem. Specialists in this system work on this information. This topic is widely discussed in national and international scientific journals. All participants in these discussions depend on the teacher as the clear implementator of any of these changes in the education system. However, the predetermined level of introduction of the aforementioned innovations in education does not always meet the capabilities of the teacher. The teacher must have sufficient qualifications to perform such tasks.

According to DA Dochkin, the current conditions of the education system and its structural and substantive reforms lead to overcoming the psychological difficulties associated with the intellectual and emotional stress of the teacher's professional activity ^[2]. In addition, the development of modern educational practice determines the emergence of new content and professional features of pedagogical activity. In this regard, many teachers face the challenge of not being aware of the current and key professional competencies in today's and increasingly interpreted forms of professional competence. As a result, the teacher is experiencing a crisis of professional competence. According to recent research in this area, the following main causes of the crisis of professional competence of teachers in general education institutions can be considered. Including:

- Changing important social development priorities, rapid changes in social consciousness and the rigidity of professional consciousness, expert opinions (pedagogical conservatism as a deformity), and orientation of many of them on traditional means, methods, and techniques for solving professional tasks;
- Lack of opinions on the majority of teachers about the best examples of pedagogical skills and the use of the achievements of the international pedagogical community in teaching practice;
- The role of teachers in the system of teacher training and retraining.

As a result, there is an increased risk of personal-professional deformation of teachers. These include teacher anxiety, nervousness, tension, high levels of aggression, internal uncertainty, decline in non-professional activities, lack of compassion, humility, and demonstration

According to NB Moscow, almost every one of these characteristics represents one of the possible tasks of developing the professionally important tasks of a modern teacher ^[3]. In other words, the development of important qualities will increase the effectiveness of pedagogical work in teachers. It is important to note that the occurrence of deformation is probable, which is one of the most important areas of teacher professional development.

In addition, self-training of the teacher, the formation of his didactic, methodical, philosophical view is the weakest part of the implementation of the DTS, which defines the current content of professional pedagogical activity. This content envisages the creation of a developing environment in the educational institution, a qualitatively new system of student assessment, the use of modern educational technologies, methods and forms of organization of education, competence-based approach in the learning process, friendly subject-subject relations among participants.

In our view, what is novel and important in terms of the normative documents governing the teacher's activity in this situation is allowing the learner to choose the curriculum related to the development of the individual curriculum.

Discussions

The teacher contributes to the formation, socialization, the right choice and development of educational programs, using a variety of forms, methods, tutorials, including accelerated courses within individual DTS programs.

There is no doubt that today the teacher accompanies the student in learning the content of the selected curriculum using various forms, methods, methods and tools. A

completely new task for a teacher is to develop students' ability to choose the curriculum consciously, that is, to create individual curriculum. Thus, the teacher tries to have the objective knowledge that the student is trying to convey to them. In other words, the teacher shifts from a teaching position to a referral position.

The main task of the learner in this process is to create a knowledge that will be demonstrated in the students' conscious attitude to learning, their sustainable motivation to take initiative, the independence to discover new knowledge, and the ways in which these knowledge can be applied.

The main feature of the national education system during the teacher training process was the didactocentric approach. Training based on rapid delivery of information involves the transfer of specific knowledge, skills and practical skills.

In the context of a knowledge-based paradigm, the learner's task was to study what was given and repeat it in a controlled manner. Such activity in the educational process is reproductive in its essence and focus. This is precisely what has been identified as a priority of memory and insufficient attention has been paid to the direct development of reflexive skills, self-regulation, creative thinking, critical thinking, and so on.

In addition, these teachers do not have the experience of designing an individual curriculum as their training is provided in curricula that anticipate solid development trends.

After graduating from the university, they repeat the bachelor's degree in the teacher training system. Thus, teacher training is conducted every five years, with traditional teaching methods and advanced educational programs that include single-invariant content for students of the whole group. No consideration has been given to the development of reflexive skills and the ability to build a trajectory of professional development, given its difficulties and shortcomings in the learning process.

It is worth noting that the prolonged period of interactions, the practice of schools and teachers on single methodological topics has not contributed to the effective professional development of teachers. Therefore, the challenge for a teacher today is to move from a knowledge-based approach to a competency-based system.

Thus, the task of preparing teachers to perform qualitatively new functions within the DTS is primarily through the modernization of the system of advanced training. The priority of this plan is to identify the requirements for the organization and implementation of the learning process aimed at the individualization of additional vocational education programs. One of the measures to implement this task is to include information about training modules and mechanisms for their implementation into an automated system for monitoring the professional development of teachers. The content of more than 168 training modules was analyzed for general education teachers to implement a competency-based approach, to study curriculum programs to personalize the professional development process. History, sociology, law and economics; elementary general education; social sciences and humanities; exact and natural sciences; correctional pedagogy and special psychology.

Results

As a result, the content of our curriculum programs mainly reflects generalized experience in the specific direction of

the structures in which these programs are implemented but does not provide individualization, with a competence-based approach to progressive learning to train a teacher to perform real professional tasks.

Conclusion

The need to cope with the above difficulties and contradictions requires learning the processes and mechanisms for developing specific teachers' competencies to ensure effective teacher training, daily activities and adaptation in modern society.

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