ANALYSIS OF PROFESSIONAL DEVELOPMENT PROCESSES AND OPPORTUNITIES OF THE SYSTEM OF CONTINUOUS PROFESSIONAL DEVELOPMENT

Pozilova Shakhnoza Khaydaraliyevna[1]

Associated professor (Researcher DSc), Institute for pedagogical innovation, retraining and professional development of senior and pedagogical staff of vocational education, Tashkent, Uzbekistan, informatikpozilova@gmail.com,

Otamurodov Golibjon Ruzimurodovich[2]

Leading researcher, Doctor of philosophy (PhD) of Pedagogical Sciences, The Scientific Research Institute for the study of problems and establishment of the prospects of public education named after A. Avloni Republic of Uzbekistan, Tashkent, Uzbekistan, foniy_02_03@mail.ru

Elyor Alkarov Maxmudovich[3]

Head of the department, Doctor of philosophy (PhD) of Pedagogical Sciences, The Scientific Research Institute for the study of problems and establishment of the prospects of public education named after A. Avloni Republic of Uzbekistan, Tashkent, Uzbekistan, mralkarov@gmail.com

Bakhodir Khurammov Sapparovich[4]

Junior Researcher, Doctor of philosophy (PhD) of Pedagogical Sciences, The Scientific Research Institute for the study of problems and establishment of the prospects of public education named after A. Avloni Republic of Uzbekistan, Tashkent, Uzbekistan,
bbbxurramov@gmail.com

Abstract

Competences of pedagogical and administrative staff at educational institutions (senior leaders, teachers and specialists) in the public education system is one of the qualitative criteria of their professional activity. Therefore, in our country to further develop their professional skills of educators to the highest level is cemented by law. This could be achieved through the principles of continuous professional development "lifelong learning" throughout their careers. It is now widely used in the processes of continuous education using electronic platforms at all stages of the education system, and is considered as a useful tool for the development of professional competencies in the modern educational environment. This will speed up the processes of developing an electronic platform to expand learning opportunities. This article provides a detailed description of the initiatives to develop the principles, structure and tasks of the electronic platform for the continuous development of retraining and advanced training of pedagogical and administrative staff at educational institutions, as well as an analysis of their implementation in the national system of retraining and advanced training in Uzbekistan.

Keywords: electronic portfolio, advanced training, pedagogical staff, higher education institution, information system.

I. INTRODUCTION

General education staff, including teachers, are required to attend in-service training courses every five years, and school principals every three years, based on a 144-month-a-month curriculum. they were not ready for change.

Supporting research activities to radically modernize the field of professional development and the introduction of a system of continuous professional development, the introduction of a new order in the field. destinations are marked. Therefore, a system of continuous professional development has been introduced on the basis of the principle of "lifelong learning", which provides for annual training of public educators, and curricula and programs have been completely redesigned based on the analysis of competencies important for teachers. About 30,000 teachers took part in the pilot work, and 7 important skills were identified.

There are about 502,000 principals, teachers and specialists in 10,130 secondary schools in the country. Given the possibility of covering 100,000 teachers (20%) per year in 14 regional in-service training centers directly involved in in-service training, the problem was how to continuously upgrade the skills of 502,000 teachers per year.

Teachers of general secondary schools, which are the main link in the system of continuing education in our country, must acquire all the necessary fundamental knowledge during their pedagogical activities. Because the school systematizes all the knowledge available in science and provides it to the students step by step with the help of the teacher and as a result serves to educate the mature and educated youth.

In the process of "Lifelong learning" it is important to register as an electronic platform, collect information on professional activities in electronic form, use it as a means of demonstrating the employee's skill level and ability to creatively approach the tasks of teaching and research. Professional development through the electronic platform reflects its level of activity in the modern information educational environment and allows to analyze, synthesize, systematize and develop the results of professional activity.

This article focuses on the development of an electronic platform "Continuing professional education" for continuous professional development of employees of educational institutions (leaders, teachers and specialists) and its use in the process of retraining and advanced training of managers and teachers of public education in the Republic of Uzbekistan. attention.

The results of the study are aimed at achieving the following goals:

-generalize the basic concepts of the platform, identify the principles of its development and identify specific tasks specific to the process of retraining and advanced training of staff;

- Generalization and analysis of the results of the electronic platform as part of the information system for regular monitoring of the process of professional development of employees of educational institutions (leaders, teachers and specialists) of the public education system.

II. LITERATURE REVIEW

Distance learning (DL) as a social phenomenon has emerged, exists and is actively developing in the modern world. The development of distance learning is recognized as one of the most important areas of the main educational programs of UNESCO: "Education for All", "Education throughout Life", "Education without Borders". Assistance in the development of distance learning is defined as a priority in Article 126 of the Maastricht Treaty, the founding treaty of the European Union [1]. Distance learning, based on new technologies, uses all the experience gained in the field of correspondence education. New information and communication technologies are being used in distance learning. These technologies, combined with theory and practice, become a new quality, becoming a "knowledge environment" [2]. According to A.A.Andreeva distance learning is a form of educational process in which the interaction of a teacher with students is carried out at a distance through various types of mediated communications. Mediated communication is a two-way

exchange of information in the form of texts, audio or video recordings, tables, images, etc. [3]. Distance learning includes all components of the educational process: the goals of education and training, curricula and programs, methodology. Classes are held remotely. The means of introducing distance learning are information technologies or methods of transmitting various types of information - television, postal and other communication networks. The methods used depend on the technical environment used for the exchange of information [4]. Distance learning is basically an independent form of education, the main tool of which is information technology [1]. The term distance learning, as a rule, is associated with some educational infrastructure (studio educational television, specialized computer network nodes, methodological centers that develop and distribute relevant materials) and refers to the educational institution that provides the relevant services, and not to the students themselves [5]. Distance learning in terms of learning refers to the method of delivering educational material (interaction) within distance learning. Distance learning in terms of learning refers to the student's independent work in any form of learning (including various self-learning systems) [6]. Distance learning is the acquisition of knowledge and skills through information and learning, which includes all technologies and other forms of distance learning [7]. One of the tasks of informatization of the education system is to provide all students of a general education school with equal access to quality education. This task can be successfully solved using distance learning in the practice of teachers in the subject area [8]. Methodology-content activity in distance learning is the management of the student's content and methods of the educational process in the remote [9].

Thus, E-portfolios have implemented in all levels of continuous education system from primary school to adult education. Today, there are quite a few studies that reflect the positive impact of E-portfolios not only on the development of students, but also on the development of pedagogical staff. In addition, an analysis of literary sources has shown that there are studies aimed at the development of an E-portfolio itself. Himpsl K., Baumgartner P. [10] have been analyzing software for creating an E-portfolio. Gillet D., Rodriguez-Triana M.J., Holzer A., Vozniuk A., Farah J.C., Matsuba R. [11] showed the possibility of using the services of archiving and sharing the learning environment Graasp for the development of an E-portfolio. Buyarski C.A., Aaron R.W., Hansen M.J., Hollingsworth C.D., Johnson C.A., Kahn S., Landis C.M. [12] proposed a metamodeling of using an E-portfolio in the process of learning throughout life. As can be seen from the analysis of literary sources of the last three years, the questions of determining the structure and content of an E-portfolio of academic staff and the didactic aspects of its use in the system of retraining and advanced training of pedagogical staff of higher education institutions are remained.

III.   OBJECTIVES AND METHODOLOGY

In the modern world, curricula need to be developed with a broader focus on professional competencies. We have science teachers, but there are few creative-minded teachers who develop critical thinking and build mutually beneficial relationships. Curricula should first incorporate these skills into teaching within traditional disciplines, and then gradually move from the content of the subject to the development of students 'skills and personal characteristics.

Nowadays, traditional teaching methods are gradually being replaced by project-based and problem-based learning-based approaches. This includes the concept of "teaching learning". Thoughts about it have been going on since the 1980s, but now it has become an urgent need.

We need to teach young people the skills of self-education, independent learning - for this, first of all, school teachers must be active and work on themselves regularly.

The system of public education of the Republic of Uzbekistan is located in the access mode of the electronic platform http://onlinedu.uz. There are levels - managerial level, pedagogical staff level and specialist level.
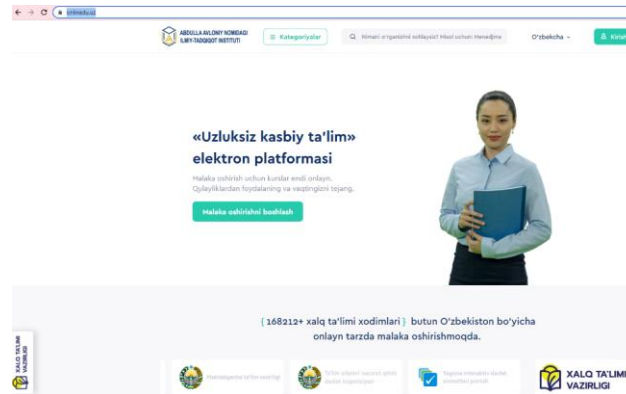

Fig.1. Access window to the platform "Continuing professional education"

The program of the first courses on professional development of the staff working in the system of public education through the electronic platform "Continuing professional education" is based on the needs of the audience. These courses are intended to be constantly improved in order to develop a modern educator and a specialist capable of working in the XXI century (Fig.1.).

At the World Economic Forum (WEB) in Davos in 2016, speakers outlined the key skills required in the modern labor market, including:

- professional skills required for each specialist -hard skills
- flexibility skills that are difficult to assess through numbers - soft skills.

Taking into account the skills presented in the international model of professional competence, the electronic platform "Continuing Professional Education" in online training courses:

- Development of communicative skills of the teacher;
- ICT and media literacy;
- Issues of self-development and continuous professional development;
- Pedagogical responsibility and flexibility;
- Development of soft skills in the modules on the introduction of inclusive education,
- News in science, current issues of science teaching;
- In the modules of methods and tools for assessing students' competencies, professional skills are developed.

In the coming years, a new generation of our researchers will further increase the efficiency of this field. Scientific research is being carried out to develop new methods of identification and assessment of competencies, the search for new tasks, the introduction of new directions in the application of the concept. The capabilities of the specialized electronic platform "Continuing Professional Education" are as follows. There is a mobile phone (Android, iOS), independent online registration and training, and a personal account for each listener (Figure 2).
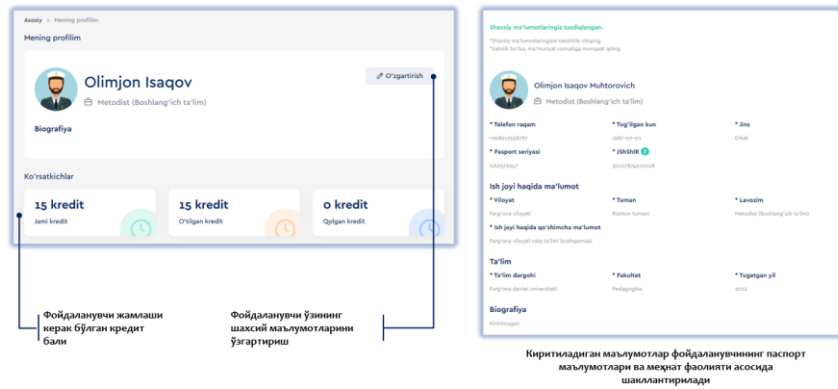
Listener's personal cabinet (Figure 2).

Before starting the training, professional competency diagnostics, the formation of an individual professional development trajectory based on diagnostic results, the need to automatically offer needs-based courses by the platform based on the individual trajectory developed by the human factor system (Figure 3).
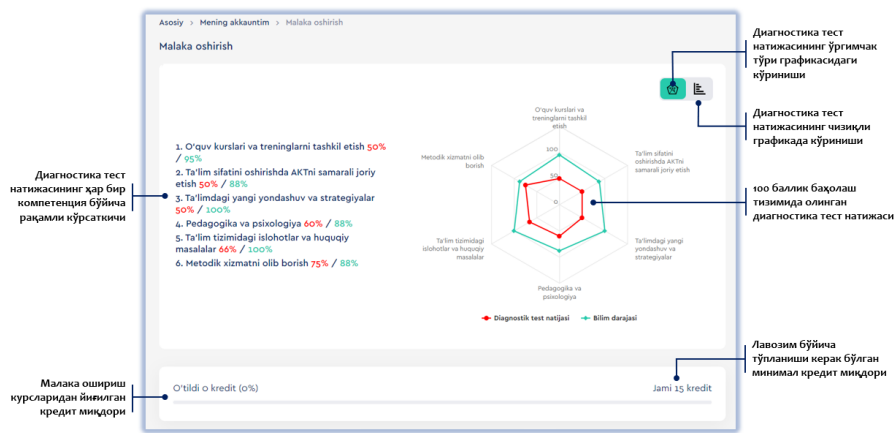
The trajectory of individual professional development (Figure 3).

Availability of video lessons, presentations, literature on a separate topic in each course, the ability to determine the level of mastery after each topic (if the student's mastery of a particular
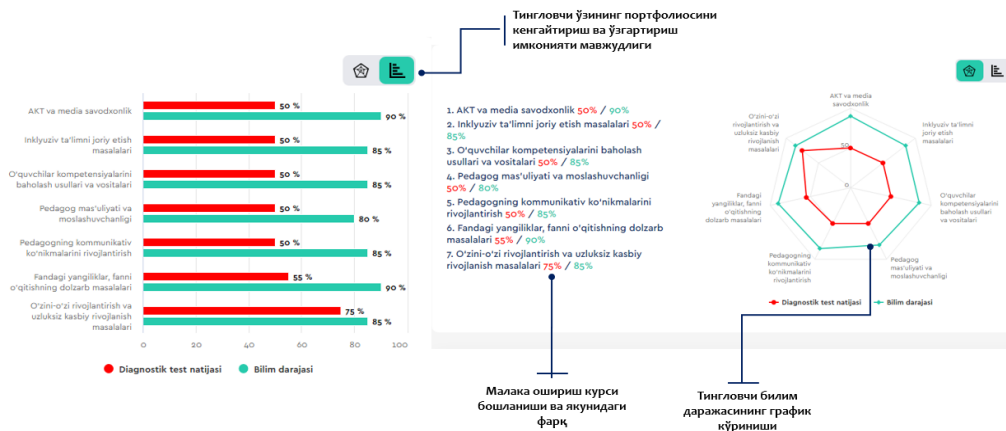
topic is low, subsequent topics are not opened and re-learning is allowed), leaders and experts at least 30 hours (15 credits). e-certificate of professional development of teachers after 36 hours (18 credits) (if the listener does not participate in the online webinar, he can see the archive of the webinar), the possibility of conducting various online surveys during webinars, quality assessment of created courses (5-point system), interaction and file sharing between listeners and tutors, and listener has created a system that allows students to post their authoring courses and share them with other listeners (Figure 4).

Each listener's personal portfolio (Figure 4).

In order to further develop the system of professional development and improve the level of quality, the monitoring system, ie the republican, regional, school principal, science methodologist has the opportunity to monitor the knowledge and skills of their teachers and give the necessary instructions. In order to further develop the content of the course, the availability and convenience of an individual survey and evaluation system in each course is increasing the number of applicants seeking online training in the public education system on the electronic platform "Continuing Professional Education".

IV.RESULTS

Statistics of the electronic platform "Continuing professional education" is a field of knowledge, the study of the collection, measurement, monitoring, analysis and comparison of massive statistical (quantitative or qualitative) data in the form of numbers.

There are more than 10,130 general education institutions under the public education system in the country, and currently there are about 511,000 managers and teachers. Of these, as of January 20, 2022, about 256,245 public educators (school principals, science methodologists, teachers, etc.) registered online through a special electronic platform for continuing professional education through the platform.
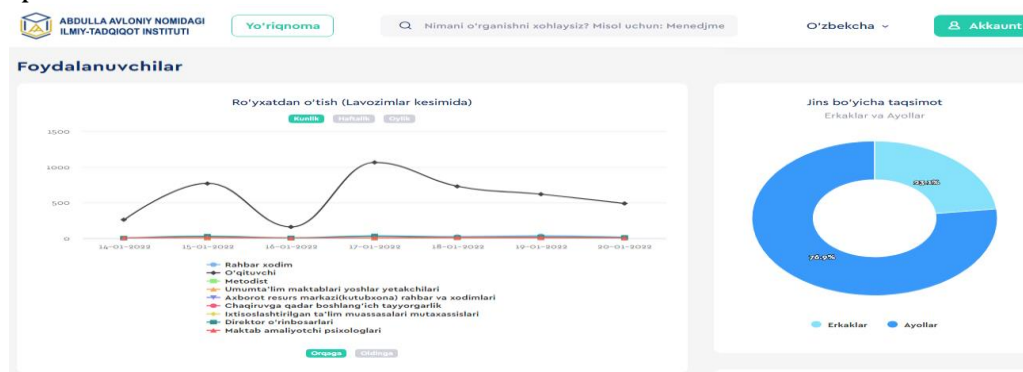
Statistics of the electronic platform "Continuing professional education" (Figure 5).

Of these, 49,827 successfully completed online training and received an electronic certificate.
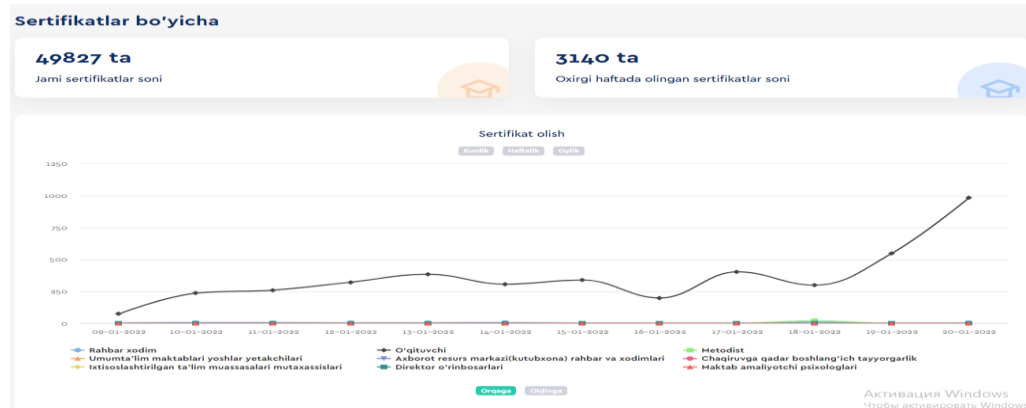
Successfully completed training (Figure 6).

The e-platform for Continuing Professional Education is an innovative endeavor, a small step, but it opens up a whole new scientific direction that will continue to evolve. We hope that in 3-5 years, new approaches to teaching skills in the XXI century through online training on the electronic platform "Continuing Vocational Education" will be more effectively reflected in the public education system.

REFLECTION
What is the result of the launch of the electronic platform "Continuing Professional Education"?
User:
- There will be no interruptions in work.
- In the form of independent education, the employee determines the duration and pace of training in advanced training using a special electronic platform "Continuing professional education";
- As a result of the introduction of various alternative forms of professional development, there is an opportunity to improve the skills of teachers by selecting the desired course on the basis of their professional needs and accumulating credit points;
- Recognition of the success of teachers in their professional activities (if the student participates in science Olympiads, conducts research, studies in international courses, etc.) as an alternative to professional development;
- Opportunity to get acquainted with the best practices of the system and the best quality and attractive educational content;

To the public education system:
- There is an opportunity to continuously improve the skills of employees of the public education system without leaving work;
- Corruption has been eliminated. Graduation work, final attestation and exit test, various intermediate exams related to corruption cases in the system were waived. Instead, automated mechanisms were introduced to diagnose and determine the level of mastery of listeners' knowledge;

- Heads of departments of public education of each district and methodologists of science have the opportunity to monitor and evaluate the professional development of teachers in the assigned area and section of science;

- In practice, there were cases when teachers were left out of professional development. The platform will form a database of all public educators in the system. Every educator is involved in continuous professional development every year. No educator will go unnoticed!

To the community

- Problems related to family, mental and financial issues related to the teacher's one-month internship will be eliminated (based on the results of a survey of 12,000 employees of the system).

- The formation of a competitive environment in in-service training as a result of the entry of the non-governmental education sector in the system of in-service training has led to an increase in the quality of education.

V.   CONCLUSION

The main focus of the article is an innovative step in improving the skills of public educators - Lifelong learning is studied on the basis of foreign experience and made a scientific comparative analysis.

The online education system, which is now widely used in the world of education, is an effective tool for educators to develop their professional competence, constantly improve their professional skills and keep abreast of world experience and scientific news. In order to organize online education in the process of professional development in the public education system of the Republic, it is expedient to create an education management system (LMS) for the global Internet, to organize the placement of educational, methodological, information and educational resources in the field of professional development.

A special electronic platform "Continuing Professional Education" for the formation of students' ability to work on themselves using independent educational technologies in the field of professional development of public educators, continuous professional development has been developed and put into practice. This special electronic platform "Continuing Professional Education" effectively organizes independent learning activities of public educators during in-service training, directs students to the main goal of training, full mastery and implementation of training programs in a timely manner

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