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MODERN APPROACHES TO IMPROVING THE QUALIFICATION OF MANAGERS, TEACHERS AND SPECIALISTS OF PRESCHOOL AND SCHOOL EDUCATION

Abstract

The article describes modern mechanisms for diversifying educational services in advanced training and professional retraining courses for managers, teachers and specialists of preschool and school educational institutions. These measures include mastering modern theories of learning, forming a holistic educational system, developing competencies in the field of a personality-oriented approach, updating formats, content and methods of teaching, as well as changing approaches to assessing the quality of personnel training.

Key words: special electronic platform "Continuous professional education", electronic program "Virtual advanced training", "Hour of advanced training", "Day of advanced training", "Hour of methodological mastery", "Day of methodological mastery", distance education, dual education, independent learning, alternative forms of advanced training.

MAKTABGACHA VA MAKTAB TA'LIMI TIZIMI RAHBAR, PEDAGOG VA MUTAXASSIS KADRLARINING MALAKASINI OSHIRISHDA ZAMONAVIY YONDASHUVLAR

Annotatsiya

Maqolada malaka oshirish kurslarida ta'lim xizmatlari va mexanizmlarini takomillashtirish, maktab va maktabgacha ta'lim tashkilotlarining rahbarlari, mutaxassis va o'qituvchilarini qayta tayyorlash, ta'limning zamonaviy nazariyalarini egallashni hamda tizimning yaxlitligini ta'minlash, o'qitishda malakali va shaxsga yo'naltirilgan yondashuv asoslarini o'zlashtirish, o'qitish shakllari, mazmuni va usullarini yangilash, baholash tizimini qayta ko'rib chiqish kabilar yoritilgan.

Kalit so'zlar: «Uzluksiz kasbiy ta'lim» maxsus elektron platformasi, «Virtual kasbiy rivojlantirish» elektron dasturi, «Kasbiy rivojlanish soati», «Kasbiy rivojlanish kuni», «Metodik mahorat soati», «Metodik mahorat kuni», masofaviy ta'lim, dual ta'lim, mustaqil ta'lim, malaka oshirishning muqobil shakllari.

СОВРЕМЕННЫЕ ПОДХОДЫ К ПОВЫШЕНИЮ КВАЛИФИКАЦИИ РУКОВОДИТЕЛЕЙ, ПЕДАГОГОВ И СПЕЦИАЛИСТОВ СИСТЕМЫ ДОШКОЛЬНОГО И ШКОЛЬНОГО ОБРАЗОВАНИЯ

Аннотация

В статье описаны современные механизмы диверсификации образовательных услуг на курсах повышения квалификации и профессиональной переподготовки руководителей, педагогов и специалистов дошкольных и школьных образовательных учреждений. Эти меры включают освоение современных теорий обучения, формирование целостной образовательной системы, развитие компетенций в области личностно ориентированного подхода, обновление форматов, содержания и методов обучения, а также изменение подходов к оценке качества подготовки кадров.

Ключевые слова: специальная электронная платформа «Непрерывное профессиональное образование», электронная программа «Виртуальное повышение квалификации», «Час повышения квалификации», «День повышения квалификации», «Час методического мастерства», «День методического мастерства», дистанционное образование, дуальное образование, самостоятельное обучение, альтернативные формы повышения квалификации.

During the period of reforming the continuous education system of Uzbekistan, special attention is paid to the formation of a modern infrastructure of pre-school educational organizations and comprehensive schools, the organization of the educational process based on innovative approaches, the development of human capital as the main factor determining the level of competitiveness of the younger generation and students in the labor market and in the country as a whole. This, in turn, necessitated the improvement of the system of retraining and advanced training of pre-school and school education workers, in particular, managers, specialists and teachers working in the field of pre-school and school education. Attention was paid to issues of improving the quality of continuous education in Uzbekistan, improving the system of advanced training of personnel based on the principle of continuous learning, in particular, improving the mechanisms for diversifying educational services in the processes of advanced training of teaching staff.

The introduction of modern forms and methods of training and retraining of preschool and school education personnel, development of the educational and methodological base, improvement of educational programs, high-quality organization of the educational process based on generally recognized international educational standards and requirements, advanced pedagogical, information and communication and innovative technologies have become **relevant**. The implementation of these tasks requires the improvement of organizational, managerial, pedagogical mechanisms for improving the qualifications of teaching staff based on modern approaches to improving the quality of professional education.

In this regard, a number of Decrees and Resolutions of the President and the Government of the Republic of Uzbekistan were adopted in order to implement the set tasks in the field of ensuring continuous professional development of managers, teachers and specialists of the preschool and school education system, improving their professional skills, creative activity and continuous enrichment of knowledge, mastering modern teaching methods and effective use of information and communication technologies, which are regulatory legal acts that ensure continuous professional development in the system [1, 2, 3].

In accordance with these regulatory documents, the following innovative approaches have been introduced into the system of advanced training of preschool and school education workers:

- a comprehensive system of retraining and advanced training of managers, teachers and specialists of preschool and school education organizations;

- a mechanism for increasing the level of competence and improving the professional skills of preschool and school education workers through the continuous development of their personal professional potential through a special electronic platform "Continuous Professional Education";

- an electronic program "Virtual Professional Development" for the continuous professional development of teaching staff and specialists of preschool education organizations;

- a vertical system of continuous professional development of preschool and school education workers (ministry - institution of advanced training - educational organization) based on educational programs differentiated in accordance with their professional needs and qualification category;

- in order to ensure the continuity of professional development of teachers and specialists of secondary vocational education organizations in the main general education institutions of secondary vocational education and in the field of preschool education, all preschool educational organizations have introduced "Hour of Professional Development", "Day of Professional Development", "Day of Methodological Mastery" and "Hour of Methodological Mastery" of advanced training;

- advanced training courses for employees of preschool and school educational organizations once every five years;

- completion of training by heads of preschool and school educational organizations on advanced training courses for heads once every five years.

Currently, there are 6887 preschool educational institutions and 10163 comprehensive schools operating in the preschool and school education system. More than 119.6 thousand preschool educational institutions and 538.0 thousand comprehensive schools operate in the preschool and school education system, respectively, employing more than 657.6 thousand teaching staff. The following institutions operate in the preschool and school education system in the republic: the National Institute of Pedagogical Excellence named after A. Avloni, the Institute for Retraining and Advanced Training of Directors and Specialists of Preschool Educational Institutions, 13 regional centers of pedagogical excellence.

It was also established that continuous professional development of teaching staff and employees of preschool and school institutions (at the request of students) is carried out by higher education institutions that carry out voluntary training of teaching staff, and non-governmental educational organizations that carry out advanced training activities [4].

As is known, the purpose of retraining and advanced training courses for teaching staff is to ensure the educational process at a high scientific and methodological level in accordance with qualification requirements, to promote the continuous development of professional and pedagogical skills in the field of advanced pedagogical and information technologies, as well as interactive teaching methods, regularly updating professional knowledge and skills necessary for the continuous development of professional and pedagogical skills, familiarizing teachers with new principles and modern methods of organizing the educational process, qualification requirements, and regulatory legal acts.

The purpose of continuous professional development of managers, teachers and specialists of preschool and school educational organizations is to ensure continuous growth of professional and pedagogical skills of employees in the positions they hold, specialties or subjects they teach, regularly updating their professional knowledge, qualifications and skills in the field of

advanced pedagogical and information technologies, as well as interactive teaching methods, regular familiarization with state educational standards, state educational requirements and relevant legislative acts.

The processes of continuous professional development are organized as follows: training courses for management personnel, advanced training courses, continuous professional development events organized between advanced training courses, retraining courses.

The main objectives of continuous professional development are:

- implementation of mechanisms for continuous updating of professional knowledge, skills and abilities of managers, teachers and specialists, implementation of professional training at the required level to ensure the quality of education in accordance with modern requirements;

- orientation of teachers to master differentiated

educational programs that meet their professional needs taking into account their professional skills and knowledge potential, increasing the level of methodological competence and improving professional skills, mastering modern methods of teaching and education;

- stimulation of professional development, initiative, creativity and skill of teaching staff as the main source of improving the quality of education;

- raising qualification requirements for the quality of training of employees;

- creation of an educational environment that provides ample opportunities for continuous professional development of employees.

Also, based on the requirements of the Regulation, it is envisaged to organize direct and indirect forms of continuous professional development of managers, teachers and specialists of preschool and school education organizations (table).

Table

Forms of professional development in the system of continuous professional development

Forms of professional development	Content
Training in professional development organizations separate from production	Mastering targeted programs of professional training in specialties developed in accordance with the requirements of the authorized state body for education management, based on clearly targeted programs. This form of training can be organized in the form of mobile learning.
Study without interruption from work	Training of employees is carried out in their free time (on days of advanced training of teaching staff, hours of advanced training and other events) in an educational organization for advanced training, as well as directly at the workplace without interruption from work.
Distance education	In accordance with the curricula and programs, students acquire the necessary knowledge, skills and competencies using information and communication technologies and the Internet both online (video lectures, consultations, remote control in real time) and offline (independent mastery of the relevant educational and methodological resources in the distance education system) in the form of live communication in real time.
Dual education	The theoretical part of training in this form is carried out by the student in an educational organization for advanced training, and the practical part is carried out at the student's workplace. Training in the dual form of training is carried out on the basis of the approved curriculum and program.
Self-study	It is aimed at improving the qualifications of teaching staff, expanding their professional competence and scientific outlook and involves their constant independent acquisition of new knowledge, skills and qualifications in the position and specialty they hold. In this regard, women with children under three years of age, citizens of retirement age, teachers and specialists with disabilities can independently improve their qualifications on the electronic platform in accordance with the decision of the pedagogical councils of preschool and school educational organizations and their application.
Alternative forms of education	This form of advanced training is carried out without the implementation of educational programs and includes approved types of activities, namely: writing textbooks, defending dissertations for an academic degree, participating in scientific conferences with reports, publishing articles in international journals and other types of pedagogical activities.

The introduction of participation of higher education institutions in the system of advanced training of teaching staff of preschool and school educational organizations has become one of the main factors in ensuring competitiveness in the sphere of improving the quality of education. That is, this procedure eliminates the existing monopoly on advanced training, creates a healthy competitive environment in the sphere of advanced training, providing teachers with a choice. The introduction of this procedure is characterized by the fact that the processes of advanced training do not simplify the requirements for the content of education, but, on the contrary, contribute to increasing the effectiveness of professional and pedagogical activity [5].

The processes of advanced training should serve the modeling of the professional activity of students, the formation of their competencies in solving complex professional problems, personal development and improvement of the trajectory of professional development, taking into account the requirements of the labor market. At the same time, it is important that the content of advanced training programs, forms of training and teaching methods serve not to increase the volume of knowledge, skills and qualifications, but, on the contrary, to the formation of practice-oriented competencies [6].

In conclusion, it should be noted that achieving effective professional development of teachers is one of the important factors in improving the quality

of education. In the system of preschool and school education, a comprehensive system of organizing the educational process is being introduced, ensuring the unity of the goal and content of educational and educational-developmental activities [7].

The quality of the educational process organization also **depends on the following components:**

- the quality of educational programs;
- the quality of the staff participating in the educational process and their scientific potential;
- the quality of the contingent of students (the target orientation of employee motivation);
- the quality of the means of the educational process: the quality of the material and technical and educational-methodical base, the quality of educational and laboratory premises and equipment, as well as the quality of electronic educational resources;
- practical-activity and personal orientation of educational technologies;
- the quality of management of the educational institution.

In addition, the effectiveness of the educational process in institutions of additional education depends on the quality of the above elements and the compliance of the content of additional education with regulatory documents and the needs of students. An objective analysis of the organization of the educational process creates the basis for a reasonable assessment of the organization of the educational process, as well as the quality of advanced training.

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