

EUROPEAN INTERNATIONAL JOURNAL OF PEDAGOGICS

VOLUME03 ISSUE01

DOI: <https://doi.org/10.55640/eijp-03-01-02>

Pages: 4-8



SOCIAL NEED FOR RE-TRAINING OF TEACHERS

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ABOUT ARTICLE

Key words: Pedagogic personnel, retraining, professional activity, training of pedagogic personnel, continuous professional education.

Received: 02.01.2023

Accepted: 07.01.2023

Published: 12.01.2023

Abstract: Today, training of pedagogues for new knowledge and competences related to advanced foreign experiences, innovative-interactive technologies and modern trends in the field, serving to effectively solve professional and pedagogical tasks, is gaining importance. The article examines the social necessity of retraining pedagogic personnel.

INTRODUCTION

In the development of the professional competence of the leaders and pedagogues of higher education institutions, it is necessary to have a high level of professional training, the formation of pedagogical skills, the thorough mastering of the skills and qualifications of using modern pedagogical and information and communication technologies, and the determination of the motivation of an acmeological, creative approach to professional activity. Development of innovative mechanisms of retraining and professional development of higher education institutions' leadership and pedagogic personnel is considered to be one of the necessary aspects to ensure the actual implementation of these tasks [10].

THE MAIN RESULTS AND FINDINGS

The types of education are as follows: according to the newly revised Law of the Republic of Uzbekistan on Education, preschool education and upbringing, general secondary and secondary special education, professional education, higher education, post-higher education, retraining and upgrading of personnel, extracurricular education [1].

In the process of research, we were able to research the sources that serve as the methodological basis for the continuous professional development of primary school teachers as follows: legal and regulatory bases for ensuring the effectiveness of education, improving the teaching process, modernizing its educational and methodological support, developing the professional activity of teachers, providing them methodologically; International and local scientific ideas of foreign and national scientists on ensuring the quality of education, training personnel and continuous professional development of teachers are among these.

On the basis of these methodological ideas, the professional development of modern teachers, improvement of their methodological training and professional competence, as well as the requirements imposed on them, are defined in a number of international and national legal and regulatory documents. In particular, the following tasks defined in the "Road map for further improvement of the system of continuous professional development of public education workers" approved by the annex 1 of the decision of the President of the Republic of Uzbekistan No. PQ-4963 dated January 25, 2021 served as the basis for determining the directions of "improvement" [2]: development of curriculum and programs of retraining of public education workers and their qualification improvement courses, as well as qualification requirements that reflect the competencies that graduates should acquire; organization of continuous professional development trainings in subjects in basic schools; wide introduction of modern types and forms of professional development of public education workers; creation of modern, including electronic, educational literature for the system of retraining and professional development of public education workers.

Based on this, it was concluded that it is necessary to ensure their continuous professional development based on the principle of "learning throughout life" in training, retraining and upgrading the qualifications of pedagogues in our republic. In the existing documents, the task of transforming the field of retraining and professional development of public education workers into a system of continuous professional development based on the principle of "lifelong learning" was set [14].

Republican scientists J.Yoldoshev [7], R.Kh. Djuraev [4], U.Sh. Begimkulov [3], N.A. Muslimov [12], Sh.Q. Mardonov [8], M.A. Yuldashev [15], M.T. Mirsolieva [11], T.T. Shaymardonov [13], S.Yu. Makhmudov [9] in the scientific works of improving the system of retraining and improving the qualifications of leaders and public education workers, modernizing the process of qualification improvement the introduction of information and communication and advanced pedagogical technologies, the creation of a mechanism for continuous training, the consistent development of the professional competence of pedagogic personnel, and the implementation of pedagogical diagnosis in the educational process were studied.

According to G.P. Zhirkova, preserving and improving the internal traditions of teacher training, retraining and professional development is related to the introduction of a vocational education system aimed at developing the teacher's general culture, important professional qualities, ethno-cultural and cultural competences [6].

Today, public universities represent centers of public retraining. In the Federal Republic of Germany, People's Universities (www.vhs.de) operate on the basis of the principle of "education closer to home" throughout the country. They offer training courses, special events, short seminars, research tours and training sessions for specific companies and enterprises [5].

Based on the analysis of the continuous professional development of teachers in foreign countries and the experience of managing this system, the following recommendations were developed on the use of foreign experience in the continuous professional development of pedagogues:

Determining the main rules of forming a modern continuous professional development system, taking into account foreign experience in the strategic plan of economic development, developing effective mechanisms, systematic analysis and correction of the resulting results, professional retraining - this will help fight against the structural structures of the global financial and economic crisis;

Including the functions of training, development and support of innovators in the personnel training policy and in the development of plans of professional development organizations - this allows

for the development of human capital by modernizing the content of education, curriculum and textbooks, teaching technologies;

Improving the qualifications of pedagogues and the general level of education in the country - this will lead to the improvement and development of activity, as well as the growth of national economic sectors;

Indirectly increasing the profitability of organizations - these social programs lead to the expansion of material incentives for employees [14].

Retraining and professional development processes, by their nature, perform the following tasks that ensure the level of professional competence and skill in the subject of adult education (Table 1) [10].

Table 1.
Stages of designing retraining and professional development processes based on the andragogic approach

Design stages	Content of the process
Diagnostics	Carrying out a SWOT analysis and monitoring of the existing knowledge, skills and qualifications of the students, as well as the results of professional activity
Adaptation	Changes in the educational system of adult subjects, adaptation to innovations, modern pedagogical approaches, determination of motivation for professional self-development
Коррекция	Development of new knowledge and competencies related to advanced foreign experiences, innovative-interactive technologies and modern trends in the field that serve to effectively solve professional-pedagogical and management tasks.
Development	Experience in the management and organization of the field of professional activity. Development of skills and professional culture.

CONCLUSION

So, it can be concluded that increasing the quality of teaching in the retraining system, fundamentally updating the educational methodology and technology of the educational process, improving the modern educational and methodological support of the educational process, assimilation and use of best practices in the field are considered important mechanisms of organizing adult education.

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