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METHODS OF ORGANIZING THE INFORMATION AND EDUCATIONAL ENVIRONMENT OF CONTINUOUS PROFESSIONAL DEVELOPMENT OF TEACHERS

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ABOUT ARTICLE

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Abstract: The article discusses the concept of the formation of network educational models on the basis of network educational technologies, the traditional teaching model for the professional development of pedagogical personnel. Also, the author gave recommendations on the influence of information and communication technologies on the professional activity of a pedagogical with a significant expansion of his field of activity.

INTRODUCTION

Educating a person to the level of a well-rounded person is an extremely complex process, and mature people of society have been involved in this activity since ancient times. This situation means that the content of the education of the young generation and its organization is important in determining not only the development of the individual, but also the development of the society. These experiences are of great importance in the creative application of teaching laws and principles used in teaching forms, in the practical application of ideas, theories, and laws related to scientific knowledge. Especially in Uzbekistan, which has long been the homeland of great scientists, it is inevitable that the education of the young generation will acquire a completely different meaning.

THE MAIN RESULTS AND FINDINGS

In our country, consistent measures are being taken to raise the educational system to a new level, improve the quality of teacher training based on advanced international standards, and increase the coverage level of higher pedagogical education.

It is not formulated as a clear order to the professional development system, in most cases, pedagogues are forced to limit themselves to a set of practical programs and courses offered by professional development educational institutions based on the personnel, resources and perceptions of the needs of the pedagogical staff.

It should be noted that the need to modernize the objectives, content and forms of work in the training system has already been recognized. In other words, the professional development system should adapt to the system of continuous monitoring of the process of professional development of

pedagogues. However, the intended directions are not yet widespread and the important aspects that cannot be implemented in the traditional structure of teacher training are not sufficiently covered.

The training system does not make sufficient use of the internal capabilities of the educational system, namely the experience of pedagogues-practitioners. His ideas in the form of various forms of generalization and distribution of experiences are not enough, as in most cases, innovative pedagogical experience cannot be transferred unchanged. The traditional training system does not provide an opportunity to carry out evaluation-reflexive activity in relation to this experience.

In addition, in order to monitor the professional and personal development of the pedagogue, it is important to organize a support system for the pedagogue during the inter-course period, when he faced the main problems and tried to apply new knowledge. In most cases, at such a time, he is left alone with his difficulties.

Branched forms of continuous professional development of pedagogic personnel allow methodical monitoring of independent education of a pedagogue without separating it from professional activity. First of all, this means not only that pedagogues do not leave their jobs, but also that the distance between theory and practice is reduced, that independent education is oriented towards professional activity, and is tightly connected. The question of the relevance or practical application of the content and types of activities being mastered loses its importance, as does the problem of motivation. Based on this, one of the directions of the development of school education is the reconsideration of the concepts of the organization of educational activities. In our opinion, the concept of forming networked educational models based on networked educational technologies should replace the traditional training model of teacher training.

Thus, the use of tools provided by network educational technologies not only strengthens the directions of restructuring the system of professional development, but also expands their scope. In this regard, the model of pedagogical training organized through information and communication networks is seen as one of the most promising models of continuous pedagogical education.

The famous educator John Dewey showed that communication is crucial in forming an association. The author proved that all forms of the association include the teaching function, that there are criteria that allow determining the pedagogical value of this or that association.

An association is a structure that lies between small, well-structured groups and unstructured networks.

Another definition of the concept of "association" was given by John Dewey as "an association is a group of people interacting with each other." Dewey wrote that people live because they have something in common that binds them together, and communication is the means by which that commonality is created..

The behavior of the association is formed on the basis of relatively simple behavior of its subjects in compliance with simple rules. As a result of simple behavior, a more complex communication system is formed.

Among the many models currently proposed for the analysis of relationships within educational associations, the functional schema is gaining attention.

Today's stage of development of education is connected with the wide use of modern information and communication technologies (ICT) and the opportunities provided by the global Internet network. Application as a tool organized through information and communication networks attracts with its openness, possibilities of use, relevance.

Associations organized through information and communication networks are an Internet resource created for the interaction of like-minded people, pedagogues of different regions who want to share their experiences, talk about themselves, get the necessary information.

Creative Educators Network

The portal was created with the support of Microsoft Corporation in order to provide teachers with the opportunity to exchange information and materials and communicate on the use of ICT in education.

Remote contests and educational master classes are actively held on the portal, one of the largest Internet libraries of author's methodical developments is collected. On this site:

- Use of a ready-made library of educational projects using ICT;
- using the library of teaching methods using various electronic resources;
- use of the collection for references to articles that are interesting for pedagogues;
- there are options for registration and communication with colleagues.

Participation of the teacher in various master classes undoubtedly increases the level of independent education. Here it will be possible to get advice on this or that issue.

Moodle virtual learning environment has many opportunities for independent education of educators. Information and communication technologies significantly expand the field of activity of a pedagogue and affect his professional activity.

Analysis of the history of scientific communities shows that their tasks include not only rewarding research activity, but also creating an information and communication environment where participants can share the results of their activities. Scientific communities support not only the possibility of conducting research, disseminating its results and obtaining this information, but also providing the opportunity to monitor the work of experts, to turn to experts for advice and support.

In this case, the activity of the community is subject to certain laws. According to Reed's law, the relative value of interactions grows exponentially as the number of communication participants increases.

It forms an information-educational network that supports the development of personal knowledge of the participants, which in turn supports the development of the network and the independent education of its individual participants through the development of the network.

The concept of information-educational network

One of the networked educational technologies is an information-educational network that develops students' creative abilities and interest in independent learning and growth based on intensive mastering of educational material.

The information-educational network is a multi-functional modular complex with integrated interactive elements that allows training sessions to be conducted using modern Internet technologies. The information-educational network includes three main stages. The first stage consists of the core of the network, namely the educational portal of the department. The second stage of the network includes elements of the modern educational system, such as internet testing, an electronic library, educational videos, and individual educational websites for educational courses.

The main task of the third stage of the information-educational network is the organization of interactive associations of students and teachers of educational subjects, which provides an opportunity to organize communication in online mode, exchange files, and discuss news on educational sites.

To create an electronic textbook on the web, the teacher who develops it is required to have the same knowledge in the field of science in which the textbook is being created, as well as in the field of

information technologies. In practice, in most cases, the cooperation of science teacher, pedagogue and information technology specialists, including a psychologist, a training control specialist (testologist), a form designer (webmaster), and a coder (programmer) is envisaged. These circumstances greatly increase the workload of creating an electronic textbook and slow down the process of distance education development to a certain extent.

Currently, there are two main approaches to the design of electronic textbooks: empirical and theoretical.

Empirical design moves from subject content to instructional effects and culminates in program implementation. The result of such development is, as a rule, the low didactic efficiency of electronic textbooks, which can destroy the idea of using information technologies in education.

The design of the electronic textbook is carried out from the design of the educational process considered in the unit of educational activity in a theoretical approach, depending on the educational methodology and technology, only after that the software is implemented.

The process of designing an e-textbook is a component of a general research strategy, which involves solving the design theory and technology issues together with the theory and technology of distance education.

The e-textbook project has a phased structure: conceptual, technological, operational and implementation phase.

At the conceptual level, the following procedures are performed:

- The goals of educational activities are defined;
- Educational model is given;
- Technological mechanisms and psychological mechanisms and principles of distance education, which should be expressed in the form of clear instructions, are described;
- It is determined what types of students' cognitive activity are planned to be used;
- The management method, the type of feedback, and the degree of independence of the trainees are determined.

At the technological level, the electronic textbook project is defined in the form of clear instructions for managing educational activities, which in turn are transferred to the level of educational technology.

At the operational level, the following are defined:

- level of individualization of education;
- types of communication to be implemented;
- types of control and feedback.

The implementation phase includes two: didactic and programmatic implementation phase. The first of them includes the system and algorithm of educational effects and can be described in the form of a scenario. The software implementation phase specifies how the system behaves during each training session.

Tools for creating electronic textbooks can be divided into groups using a complex criterion consisting of indicators such as tasks and functions, requirements for technical support, and features of use. Based on the indicated criteria, the classification can be as follows:

- traditional algorithmic languages;
- commonly used tools;
- multimedia tools;
- hypertext and hypermedia tools;
- criteria for selecting tools.

When choosing tools, it is necessary to have the following:

- hardware in a certain configuration;
- certified software systems;
- In-demand specialists.

An important period in the preparation of the electronic textbook is the preparation of the scenario of interaction of individual parts of the electronic textbook and audio and video plots, during which the powerful audio and video capabilities of the computer can be specially involved.

The script transfers the psychological-pedagogical principles of management to concrete educational effects through software information and communication tools of the electronic textbook. It also applies the author's ideas related to educational technologies and methods. In addition, the scenario ensures the optimal organization of feedback through a properly organized control system.

The script for the development of an electronic textbook should meet the following requirements:

- Comprehensibility for all participants in development;
- Ensure a sufficiently precise description of each state of the system at any period of education;
- The availability of methods for the system to respond to students' requests;
- Taking into account the psychological and pedagogical features of the educational process at all stages of education;
- Providing opportunities for interaction with other didactic tools.

In parallel with writing the text of the course, work is carried out on the scenario of the multimedia component of the course. The multimedia scenario provides a detailed list of the relevant components and topics of the course and an initial definition of its subsequent structure. It includes: animation, audio and video fragments, illustrations, etc.

The writing of the script is carried out taking into account the capabilities of the selected software and the available primary materials.

The full scenario of the course involves the use of simple text and hypertext with connected topics, sections and concepts, images, sounds, video fragments, tabular information, illustrative materials (graphs, schemes, pictures), animated pictures, photographic materials, audio and video fragments, links to computer models. .

In parallel with writing the script, various elements of the e-textbook are created. The course is divided into topics, a system of hypertext links is formed. Large amounts of information related to educational multimedia courses are accessible only with a well-thought-out interface and navigation system.

In the hypertext structure of the electronic textbook, hyperlinks (key words, structural elements of the text, links to Internet resources, etc.) are active elements that significantly change the structure and expand the possibilities of the electronic textbook compared to the linearly organized text. The student is given the opportunity to independently determine the sequence of studying the educational material. This is possible due to the multi-level distribution of educational material, where more important information is placed at a higher level, and access to a deeper level of information acquisition is carried out at the request of the student. In addition, the author can indicate the didactically proven sequence of the placement of the material according to his opinion, taking into account the level of preparation of the student and the type of educational activity.

The following requirements apply to the organization of hypertext links and navigation:

- hyperlinks should be highlighted in the text;
- each step in the sequence of hyperlinks must be clearly logical;

- each chapter (topic), paragraph should have reference indicators, with the help of which it is possible to return to the beginning of the topic, content, to go to another paragraph;
 - the number of references in the text is determined by the goals and tasks of the course, its content.
- An in-text link should be highly useful. It should be placed only in such a way that it leads to a resource that is given in the text, but not opened.

The hypertext link system is a convenient enough navigation system that allows you to quickly find the necessary sections and directions in the structure of the e-textbook.

When working with an electronic textbook, it is possible to switch to fragments connected by words separated by color. Images, video clips and sounds are called during reading using special "icons" (buttons) in the course text. The buttons for working with the text ("forward and backward in the text", "to the top of the topic", "to the next viewed topic") are separated from the instrument buttons ("table of contents", "glossary", "help", etc.). Illustrations are provided with identical buttons ("icons") that allow you to view them in an enlarged view, insert animation effects and sound accompaniment, and further describe the image presented in the illustration. This approach can also be used in the development of the interface of control and self-control modules.

CONCLUSION

To sum up, the modernization of the system of pedagogic personnel training comes from the need to bring education closer to the daily practice of pedagogical activity both substantively and territorially, to reduce the gap between the educational need of the pedagogue and its satisfaction.

The concept of formation of network models of education based on network educational technologies should replace the traditional methods of teaching in the system of professional development of pedagogues.

Branched forms of professional development of pedagogic personnel allow to methodically add independent education of a pedagogue without separating from professional activity, which, first of all, means not only that the pedagogue does not leave his workplace, but also that the distance between the theory and practice of education decreases.

The use of ICT tools in independent education in continuous professional development of teachers not only accelerates, but also activates independent education. In this case, the level of the information and communication environment for the participants of the independent education process is determined by the level of their ICT readiness: the higher the ability and readiness of the pedagogue to use ICT in his work, the wider the scope of opportunities provided by modern technologies.

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