

## PEDAGOGICAL BASES OF TRAINING OF QUALIFIED PEDAGOGICAL STAFF

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### ABSTRACT

In this article focuses on the pedagogical foundations of the training of qualified teachers. the importance of modernization of the educational process by raising the professional competence of teachers on the basis of continuing professional development and innovation of teachers professional activity.

**Key words:** *advanced training system improvement, modernization educational content, education programs, diagnosis, project, innovation activity, competently approach.*

### INTRODUCTION

Modern education theory combines the achievements of many developed countries in the field of education, which differ in their goals, objectives, content, national characteristics and quality indicators. Orientation of the content of education in the country, the organization of the modernized educational process has an important pedagogical significance.

Today, in developed countries such as the United States, Great Britain, Germany, France, China, Japan, South Korea, the continuous development of professional competence of teachers, the theory and practice of its didactic support is carried out on the basis of modernization. The process of modernization requires reconsideration of the purpose, content, methods, mechanism and its results of continuous development of teachers' professional competence.

Today, special attention is paid to improving the system of professional development on the basis of modern requirements, the continuous development of professional competence of teachers. As a result of comprehensive reforms in the field of education, the legal, regulatory, scientific, methodological and logistical support of the system of professional development has been strengthened, state requirements, curricula have been improved, modern pedagogical and information technologies have been introduced into the educational process. At the same time, there is a need to further accelerate the professional activity of teachers on the basis of a competent approach. In the Strategy of Actions for the Further Development of the Republic of Uzbekistan "to stimulate research and innovation, create effective mechanisms for the implementation of scientific and innovative achievements ..., further improve the system of continuing education, increase access to quality education services, training highly qualified personnel The mechanism of continuous development of teachers' professional competence is important in this regard.

### THE MAIN PART

Introduction of advanced forms and methods of retraining and advanced training in our country on the basis of advanced foreign experience in order to fully meet the methodological needs of public educators; The need to develop the skills of research and teaching to improve the training programs for retraining and advanced training of public educators President of the Republic of Uzbekistan No PP-3289 "On the system of training, retraining and advanced training of public educators" Resolution No. PP-3931 "On measures to further improve" and "On measures to implement new principles of governance in the public education system."

The study of foreign experience has shown that in the United States there are advanced training courses in "Computer Science", "Information Technology" and "Information Security". Such courses are offered at Merimaunt University (Computer Security and Information Assurance (Graduate Certificate)), New York

Institute of Technology (A + Certification Training // MCAS - Microsoft Office // Network + Certification Training), Eastern Michigan University (Graduate Certificate in Computer Information Systems). is leading.

There are also training courses organized by various institutes in the United States. These include the Rochester Institute of Technology (RIT), Hamilton College (Los Angeles), and the Virginia International University (Fairfax).

It is known that Germany has a special place among developed countries in the creation and application of new pedagogical approaches. The teacher training system in Germany is one of the oldest pedagogical systems in Europe. To date, this system is manifested as a complex, advanced training process.

The system of professional development in South Korea is open, democratic in nature, forms, content, approaches to the learning process, focused on the personal initiative of the teacher, the teacher has the opportunity to choose independent forms and methods for developing their professional competence. At the same time, a comparative study of the systems of professional development of pedagogical staff will allow to create a continuous base of professional development of teachers.

Also, re-evaluation of the possibilities of technological approaches; harmonization of results of practical, fundamental researches;

In the presence of a strong flow of information, the inconsistency of innovation processes and the dynamic change of society's needs, as a result of which it is necessary to develop new legal, normative, pedagogical-psychological, didactic bases in the education system. These include: pedagogical-psychological, didactic, diagnostic methods of continuous development of professional competence of teachers in the process of modernization of the system of professional development, description of professional knowledge, implementation of creative projects, application of advanced and information technologies and identification of motivational, innovative, informational factors;

The level of professional training of the mechanism of continuous development of professional competence of teachers, modern professional requirements, trends in professional development, training needs, stages of training goals are identified and theoretically substantiated;

The mechanism of continuous development of professional competence of teachers is the improvement of criteria that activate professional activity, develop motivation and creativity, self-control and management;

Creation of a "Teacher Competence Booklet", which reflects the activities and indicators of professional competence of teachers as a means of implementing the mechanism of continuous development of professional competence;

In the process of modernization of the system of professional development, the structural and meaningful system of the mechanism of continuous development of professional competence of teachers has been improved and the level of efficiency has been determined.

The current pedagogical diagnosis of the system of continuous training plays an important role and includes the following tasks:

- The system of teacher training identifies the capabilities of each link;
- studies the pros and cons of each joint;
- Assists in the development of methods aimed at improving the professional activities of teachers;
- Defines the scope of each joint and the form of two-way communication between them;
- effective criteria for teacher performance are identified and developed;
- Increases the personal responsibility of the teacher in improving the education of students;

- The teacher records the knowledge, skills and competencies required for the level of professional qualification;
- identifies the relationship between the psychophysiological characteristics of teachers and their motivation and skills;
- Assists in determining the optimal content and purpose, form, methods and means of education for the system of advanced training.

Diagnosis of pedagogical activity should be continuous, that is, it should be carried out in conjunction with a system consisting of the educational institution, the association of science methods, local methodological service links and MOIs. This system provides interaction between the content, forms and methods of professional development and its end result, leading to the development of professional competence of teachers, the improvement of education.

The following parameters of monitoring and evaluation of students' knowledge can be presented: The first parameter involves the identification of students' knowledge, skills and abilities as an integrated indicator of the level of mastery of the curriculum. Within the framework of this parameter, an important criterion for assessing students' knowledge is to determine the degree of scientific nature, accuracy, naturalness, validity, depth, robustness, consistency, generalization of the acquired knowledge in accordance with the content of education. The quality of students' knowledge can be judged based on their level of retrieval of scientific information in their memories.

The second parameter of the acquisition of knowledge, skills and abilities of students shows not only the level of mastery of information specific to the content of the subject, but also allows to determine the level of student learning, methods of receiving information, features of its learning activities. Within this parameter, certain indicators of knowledge acquisition are determined. They not only represent the content and scope of the materials mastered, but also indicate the degree to which they have mastered various logical methods. [4]

Among the psychological and didactic criteria, teachers should pay attention to the following when assessing aspects of student activities related to the learning process:

- 1) the nature of the process of using the knowledge, skills and abilities available to students;
- 2) equipping them with methods of educational work that allow them to master knowledge effectively and economically;
- 3) teachers' understanding of the importance of the methods used by students;
- 4) identification of learning needs based on students' personal initiatives; to control and amend their pedagogical activity on the same basis; such as students' independent assessment and improvement of learning behaviors.

When monitoring students' mastery levels, teachers should pay attention to the following:

- Teachers should monitor students' mastery levels. To do this, they must take into account the specific nature and diversity of the knowledge applied in the learning process;
- Criteria for assessing students' knowledge are required to determine how they work with learning materials. The teacher should express each criterion with the help of specific indicators, paying attention to their general application in the practice of the learning process;
- The assessment of the results of the control should correspond to its final forms and include small forms of control, which are carried out in each lesson. Final forms of control should not be limited or expanded;

- Monitoring the results of mastering is not only the task of the teacher, but also requires equal distribution among the subjects of the educational process, ie the teacher and students.

In the course of our observations, we also sought to identify opportunities for teachers to predict lesson-specific features. In doing so, we were able to identify the following.

1. The author's program developed by the teacher on the basis of the curriculum, taking into account the specifics of the educational institution, the number of students in a particular class, the needs of parents.
2. Requirements for DTS in the subject, the requirements for knowledge, skills and abilities of students, options for control work to determine the initial level, options for testing and control work on selected key topics.
3. Didactic projects on each topic studied.

Teachers need to follow a number of requirements before setting goals when designing a lesson.

1. In-depth analysis of the content of the studied topic, purposeful distribution of learning materials in accordance with the system of lessons, in this process, paying special attention to the integration of students' knowledge with new ones.
2. Clearly define the learning materials provided for students to get acquainted with in a particular lesson, the teacher should specify what students need to master, on the basis of which teaching materials students' knowledge, skills and abilities should be formed.
3. Teaching materials that serve to develop students' cognitive abilities should be identified and designed by teachers.

There are the following main types of diagnosis of innovative pedagogical activities of teachers. They are:

- Integrated diagnosis of professional innovative activities of teachers;
- Intermediate identification of professional innovative activities of teachers;
- Partial diagnosis of professional innovative activities of teachers;
- Preliminary diagnosis of professional innovative activities of teachers. Such diagnosis is made using access tests;
- Final diagnosis of professional innovative activities of teachers.

The purpose of the final diagnosis of teachers' professional innovation is to assess the quality and effectiveness of the pedagogical process aimed at continuous professional development of teachers, to make regular adjustments to their development program, to organize the process of mastering pedagogical innovations and to determine the content of this process. consists of [3]

Intermediate diagnosis of professional innovative activities of teachers is carried out in a number of forms:

- Immediate control to determine the level of mastery of certain topics.
- to accustom teachers to work on test assignments.
- keeping a tracking book of listeners.
- Conducting competitions among students on various topics.
- Organization of independent work with the help of visual aids.

Certain principles are followed in the professional diagnosis of professional innovative activities of teachers:

- Achieving speed and accuracy.
- Ensuring the integrity of the applied methods.
- Achieving the strength of the acquired professional knowledge, skills and abilities.

- Ensuring that the professional and innovative activities of teachers are evaluated on the basis of strict criteria.
- compliance with the judgments and conclusions in accordance with the applicable criteria.

## CONCLUSION

The methods used in accordance with the tasks set for the study of the level of innovative pedagogical activity of teachers can be classified as follows:

1. Methods used to determine the psychological characteristics of professional activity.
2. Methods of diagnosing professional pedagogical activity (in order to determine the quantitative indicators).
3. Research methods. Such methods are used to determine the mental state of teachers.
4. Formative methods are used to determine the development of professional pedagogical activities of teachers.

Level diagnosis, i.e. scaling, is also important in determining and objectively assessing teachers' levels of mastery of pedagogical innovations.

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