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IN THE CONTINUOUS EDUCATION SYSTEM, UPGRADING AND RETRAINING OF
PEDAGOGIC PERSONNEL IS THE CURRENT DEMAND

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**IN THE CONTINUOUS EDUCATION SYSTEM, UPGRADING AND
RETRAINING OF PEDAGOGIC PERSONNEL IS THE CURRENT
DEMAND**

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ABSTRACT

This article is about how professional development and retraining of pedagogical personnel in the system of continuing education are necessary for the development of society at the present time for the training of competitive qualified specialists. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. As a social pedagogical process, professional skills also have their own structure and stages of formation. The beginning of the formation of professional pedagogical skills begins at the university and continues after graduation.

KEYWORDS: *Continuing Education, Development Of Uzbekistan, National Education, State Educational Standards, World Requirements, High Spirituality, Science And Technology, Pedagogical System, Preschool Education, Secondary General Education, Secondary Special, Professional, Higher Education, Distance Education, Advanced Training And Retraining, Information And Communication Technologies.*

adopted in this field, we should further develop telecommunication technologies, communication systems and infrastructure, form information system complexes and the "Electronic Government" information base [5, 17].

The concept of continuous education is multifaceted, and it is based on the development of a perfect person at all stages of a person's life. According to its purpose, continuous education is the process of development of social capabilities of a person, development of his abilities and strength, growth of general and professional maturity, improvement of previous training. Therefore, continuous education is an integral part of human life. The idea of acquiring knowledge from the cradle to the grave in the hadith is consistent with the idea of continuous education. In addition, continuous education as a socio-pedagogical principle, based on the nature of social development, the functioning of education as a whole system is aimed at the development of a person as an active subject of social development. The practical and theoretical activity is the factor that determines the maturity of the pedagogue. After all, the sciences of pedagogy and psychology prove that a person cannot develop and express himself outside of activities, and the connection between the activity of a teacher and the development of his personality does not appear by itself. The effectiveness of this connection depends on a number of conditions. For example, the professional improvement of the pedagogue can be realized if: a) he takes an active position in the activity, his creative power and ability can come to the real surface; b) interpersonal relations in the pedagogical team can enter into the "teacher-pupil" and "teacher-public" system equally and responsibly; c) can analyze and evaluate his personal experience from the perspective of collective experience, theory and practice; g) if his work is constantly materially and morally encouraged from the point of view of social justice [7].

Covering the teacher with the continuous education system is not only a social-political or methodological problem, but also a necessity arising from the essence of his profession. This, in turn, allows the teacher not only to acquire the organizational, scientific-methodical skills of continuous personal and professional improvement, but also to constantly study, learn, independently think and acquire knowledge for his students. is also necessary for arming. Continuous improvement of the qualifications of pedagogues is the formation of high pedagogical skills on the basis of deepening ideological-political, general cultural, professional, economic, ecological, and legal knowledge [2]. On this basis, teachers can be restructured based on the requirements of independence, ensuring the continuity of the professional development process. Therefore, continuity of the process of professional development of pedagogues requires first of all its democratization and humanization. The principle of continuity also requires ensuring the interdependence of professional development and retraining with the knowledge acquired in the previous educational institution. In addition, it also requires that independent work processes are inextricably linked with the training received in advanced training courses. At the same time, it is necessary to ensure that pedagogues meet their real needs, social necessity, and their subjective capabilities. It is important to ensure the continuity of the training of pedagogues with their attention, the continuity of the organization based on the determination of optimal standards of moral and material stimulation [1]. In addition, ensuring the mutual harmony of state and non-state, courses and social forms of professional development will be an important means of its coherence and consistency. Since education in our country is declared continuous, it is not a new structure or an increase in the type of education, but it is about creating convenience for citizens, covering them with various forms and means of

INTRODUCTION

Currently, the systematic approach to the development of our society, in turn, serves to ensure consistency and coherence in their activities based on a comprehensive comprehensive analysis of pedagogical processes. Therefore, a systematic approach is important in ensuring the continuity of the educational process. I. Karimov emphasized in his speech "A perfect generation - the foundation of Uzbekistan's development" that "continuous education is the main link of people's education. Therefore, special attention should be paid to this issue. In providing continuous education with state educational standards and relevant educational programs, first of all, it is necessary to pay attention to their being at the level of world requirements, building on the ground of high spirituality" [3, 15]. The necessity of continuous education in our country is determined by a number of socio-economic, political, moral, organizational-pedagogical factors, as well as by ensuring the perfection of the human personality. Continuing the good works of the first President, President Sh. Mirziyoyev, in his speech at the joint session of the chambers of the Oliy Majlis dedicated to the solemn ceremony of his inauguration as the President of the Republic of Uzbekistan, praised the work of our scientists, intellectuals and mentors: "Creating this potential and we know and highly appreciate that our respected intellectuals - representatives of science and technology, first of all our dear and respected academics, representatives of culture, literature and art, and sports are working selflessly, giving their whole body" noted [4, 15].

The main idea of continuous education is to maximally adapt education to the interests of the individual and society, to fully use all its links in the development of the individual. Continuing education means creating a social and pedagogical environment for a person to demonstrate his abilities, to satisfy his professional and spiritual needs and interests, not only during his studies in an educational institution, but also during his entire practical work. Continuous education as a pedagogical system means acquiring knowledge through various ways, means and forms, deepening it, improving one's professional skills, showing one's identity as a citizen, and satisfying one's spiritual interests. Preventing mental, economic, and organizational difficulties in the transition from one stage of human education to another, strengthening the succession between stages and types, and providing historical evolutionary development between them, continuous education also in creating comfort for a person plays an important role. In our country, there are wide networks of continuing education to satisfy the professional and spiritual interests of every person. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. For this purpose, it is possible to form an organic link between different stages and types of education. It includes basic education (pre-school education, general secondary education, secondary special education, vocational, higher education) and additional education (satisfying various interests - hobby, technical, natural science, art, music, boarding schools, computer media and information and communication technologies, education through the Internet, distance education, professional development and retraining) mutual coordination and integration is considered important. Accordingly, President Sh. Mirziyoyev emphasized the need to develop information and communication technologies in our country in his work "We will continue our path of national development with determination and raise it to a new level": "In today's conditions, the most advanced information -wide introduction of communication technologies is gaining priority. It was not for nothing that he emphasized that in accordance with the National Program

the steps of formation of professional skills. Because mastery is an absolute task of education as a high level of development of professional skills. Skill is the ability to perform complex work quickly, accurately, with high quality and to achieve high productivity without difficulty. In turn, it is the rhythmic application of skills and self-expression with full confidence in the activity [10].

It is necessary to distinguish the special aspects of pedagogical skill from the general skill of a person. It is not necessary to separate professional skills from the qualities of a teacher's personality. These qualities should be sought not from his qualifications, but from his personal qualities and life position. In our opinion, these qualities ensure the creative and successful work of a pedagogue. The foundation of a teacher's pedagogical skill is his general culture and spirituality. The connection between them is uniquely manifested in the fact that general culture has a strong influence on its effectiveness in the conditions of the pedagogical process. The teacher's moral, personal qualities, role model, and general culture play an important role in students' transformation of knowledge into a means of their personality formation. A.I.Sherbakov considers pedagogical skills to be a combination of scientific knowledge, skills and qualifications of a teacher, methodological art and personal qualities [6]. Pedagogical skill is manifested in activity, but activity and skill are not equal to each other. It is determined by the high development of special generalized skills. At the same time, the essence of a teacher's personality lies in his ability to manage his activities at a high level. Society determines the purpose of pedagogical activity. A teacher cannot determine the scope, direction, and purpose of his work by himself. It is defined by society as a social order.

Thus, the components of pedagogical skill (knowledge, skills, competence, habits) are in a dialectical relationship, and they are developing. The basis of self-development of skills is knowledge and direction, its success is determined by ability, their integrity, direction, and high result is determined by pedagogical technique. In order for each teacher to fully demonstrate his professional skills in the educational process, he should first of all be armed with deep knowledge of the subject he teaches and have life experience, as well as solving the problems of the learner. he should be able to direct them to study. We believe that it is necessary for a teacher to have deep knowledge of his subject as well as deep mastery of pedagogical technologies [10].

Therefore, it is appropriate to prepare specialists for the national economy in higher educational institutions in separate faculties and departments, and to train those who will work in the educational institution in the future in pedagogical faculties and departments. Before admitting students in the pedagogical direction to a higher educational institution, it is necessary to pass a test that determines their pedagogical ability, ability to work with children, and then enter them into tests that determine the level of knowledge. The weight of pedagogy, psychology, methodical sciences and pedagogy should be sharply increased in pedagogical faculties. The developmental function of continuous education fully corresponds to the teacher's profession and personality, and is characteristic of the gradually increasing complexity of the process of improving his qualifications. According to the requirement of a systematic approach, they interact. Changes in the big system affect the small system. In addition, the system of professional development and retraining of pedagogic personnel serves as a supplement and flexibility for all stages of continuous education. New forms and tools appear in the training system, and the integration of its components increases [11]. For example: due to the wide penetration of computer-based information and information technologies into the development of

all spheres of social development, the opportunities for vocational training and professional development expand. The ability to use the INTERNET, distance learning, computer, information and communication technologies in training and retraining, and to satisfy spiritual and professional interests will continue to increase day by day [9]. By means of these, it is possible to save not only science-technological and professional news, but also the time of retraining and advanced training, as well as the effort and money spent on them as a result of remote training. The development of social development, characteristic of market relations, has a sharp effect on the periodicity of qualification training and leads to its reduction. relationships are formed. Thus, in the existing system of continuous education, training and retraining of personnel is manifested as a means of meeting their material and spiritual, professional and personal needs, that is, as a means of ensuring continuity.

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