



OPPORTUNITIES OF THE SYSTEM OF ADVANCED TRAINING IN THE IMPLEMENTATION OF THE DEVELOPMENT STRATEGY OF THE NEW UZBEKISTAN

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Annotation

Today, a number of reforms are being carried out in the field of education in our country. At the heart of these reforms is the noble and lofty goal of building a new Uzbekistan. In this article, the author describes in detail the importance of the system of training in the implementation of its development strategy in the construction of a new Uzbekistan.

Keywords: New Uzbekistan, advanced training system, teacher, student, education system, Training program, Presidential Decree, etc.

Introduction

It is known from the historical development of any country that the rapid development of a country, its achievements and the well-being of its people depend on the level of attention paid to the education and future of young people in that country. In this sense, the issue of youth in Uzbekistan is one of the priorities of state policy. Today, the reforms in our country are carried out, first of all, in accordance with the various changes taking place in the world, including in the world economy. The path we have chosen demonstrates its resilience and vitality in the face of the slowdown in the global economy following the global crisis. It can be said that today the head of our state is a leader who strives for the well-being not only of Uzbekistan, but also of Central Asia, living and working with the dream of transforming the region into an industrialized, prosperous and widely integrated with the world. In a short period of time, the people of Uzbekistan have made great strides, which is the basis for our country to take a worthy place in the world community. In this regard, the process of reforms and modernization initiated by the head of our state, including the policy of strengthening ties with neighboring countries, is recognized by the world community. The country has a solid legal framework for the protection of the rights and interests of young people, creating the necessary conditions and opportunities for them, and this system is being improved in line with modern requirements. In particular, to date, the parliament has adopted more than 40 laws on youth, and ratified more than





30 international legal acts. President Shavkat Mirziyoyev's proposal to adopt the UN Convention on the Rights of the Child at the UN was warmly welcomed by the international community. On this basis, the Uzbek leader cited the fact that today the number of young people in the world has exceeded two billion, and the need to protect young people at a time when international terrorism and extremism are growing rapidly.

The first law signed by Shavkat Mirziyoyev as the President of the Republic of Uzbekistan - the Law of September 14, 2016 "On State Youth Policy" - also has a symbolic meaning. Therefore, in a country with a population of more than half of the population, the consistent implementation of state youth policy, the young generation is mature and well-rounded, intellectually gifted, has its own strong position, indifferent to the ongoing reforms in the country. The head of state and the government are well aware that educating Uzbekistan to be one of the most developed countries in the world is an important factor in educating them to be responsible, ambitious, energetic, patriotic, loyal and perfect for the country's decent future. At the same time, radical reforms are being carried out in the education system, which is the basis of all changes in Uzbekistan. At present, expenditures on education, including the social sphere, account for more than half of the total state budget expenditures. Of course, no country can afford such a huge expense, but no matter how difficult it is, the necessary funds and resources are being sought. The Uzbek leader sees these costs as the most effective investment for the future, not an expense, and says the level and quality of education is an important factor in determining the future of any country. Indeed, the fate and outcome of the reforms depend, first of all, on the level of personnel, their ability to meet the requirements of the times and development.

The National Program of Personnel Training, adopted in 1997, has become a program for the strategic management of the public education system, and has laid the foundation for the effective management of this system in the post-2005 stages. It is during this period that the program aims to further improve the quality of education and enrich its content, in line with modern requirements. Different technologies are used in various aspects of teacher development. For example, many PhD candidates in the Caribbean do not have access to any of the three universities in Jamaica, Trinidad and Barbados. These teachers will receive the necessary knowledge and guidance through online and video courses organized by the Center for Distance Learning at the University of West Indies. The process of regular professional development will continue in the form of individual independent learning through distance learning methods such as computer-assisted instruction, IRI (for Jamaican





science teachers), computer-assisted communication, online professional development courses. It will involve external experts from the university. Professional development, advanced training and retraining (in Uzbekistan) - one of the types of continuing education, the process of updating and deepening the professional knowledge and skills of specialists and managers working in all sectors of the economy. Ensures that the staff is competitive and that their knowledge and skills are up-to-date. Professional development and retraining is a process of scientific, theoretical and practical training of each employee, which includes acquaintance with the latest scientific achievements, innovations in their field, mastering them, new methods of practical work, learning best practices. The frequency of training and retraining varies for different specialists and managers, and is conducted once every 2-5 years, and shorter times if necessary.

Advanced training and retraining is carried out at universities, training institutes and training centers with the right to professional retraining. This process can be disconnected from production, partially separated or not separated. Its form is determined by the in-service training institution taking into account the complexity of the training program and the needs of the client on the basis of a contract with him. The duration of training and retraining varies, and in each case is determined by the goals and objectives. The institution of advanced training and retraining creates the necessary conditions for students to master the educational program through the targeted organization of the educational process, the use of forms, methods and technologies of education. These programs are developed, approved and implemented by in-service training institutions taking into account the needs of the customer, as well as the state requirements for the content of additional vocational education programs. The process of professional development and retraining of specialists will be completed with the final state certification. The procedure for attestation is determined by the relevant state education authorities. Students who meet all the requirements of the curriculum and successfully pass the final state certification will receive a standard diploma or certificate of advanced training and retraining. The Cabinet of Ministers of the Republic of Uzbekistan shall determine the procedure for professional development and retraining of personnel.

In-service training institutes develop differentiated curricula and programs in consultation with ministries and agencies on the basis of individual assignments or clearly targeted programs, and use interactive teaching methods, critical and creative thinking of teachers using the global Internet. introduce modern pedagogical and information technologies aimed at strengthening, independent learning. Studying the needs of educational staff for in-service training is important in creating an effective





system of in-service training. Needs research, on the other hand, is based on certain criteria and provides a differentiated approach to training. Professional development of pedagogical staff - continuous growth of professional and pedagogical skills on the basis of requirements of the State educational standards (State requirements) on types of education, ensuring high educational and scientific-methodical process regular updating of professional knowledge, skills and abilities in the subject or course being taught, pedagogical or information technology and interactive teaching methods. The skill schools that are being set up in schools today are also contributing to the professional development of teachers. The scope of work at the school is expanding year by year. In particular, the monthly training seminars and workshops of the master schools in the districts allow teachers to work tirelessly, keep abreast of news, receive methodological assistance, and generally meet certain professional needs. Teaching in the "teacher-student" method in educational institutions allows young professionals to gain experience, easily overcome the difficulties encountered in pedagogical activities, receive methodological advice.

For any learning process to be effective, it must be tailored to the interests and needs of the learner. This is typical of learners of all ages and is especially important for older adults. The teacher-employee usually goes to the professional development course in order to get innovations, to master new methods and technologies of teaching, to meet professional needs. However, the professional need varies from educator to educator. This is natural. The topic, which will be passed to 25 teachers in one audience, may be interesting for someone, meet someone's needs, and give nothing to the rest. Eventually, a course or refresher course will not satisfy the audience equally. To do this, it is necessary to study the needs of public educators for professional development, to create an individual trajectory of professional development for each of them and to organize advanced training on this basis. In order to introduce a needs-based training system, differentiated training programs will be developed based on the level of qualification, knowledge, scientific and pedagogical potential, work experience and individual professional development trajectory of public educators. In addition to traditional skills development, harmonized, distance-based and other alternative forms of vocational training have been introduced to address the individual trajectories of public educators, professional development outcomes, and learning. information about the programs is included in their electronic portfolio.

This form of professional development requires the creation of a rapid database of the best teachers in the field of education in each type of education. Based on it, potential teachers can be selected for teachers who need to improve their skills in the relevant





educational institutions (or its departments). Professional development of public educators is divided into direct and indirect forms of professional development, and specialized training for direct professional development. Teaching in an institution (academy, institute, center, faculty, courses), teaching in a basic educational institution, gaining experience in production, teaching in an educational institution by the method "teacher-student", in a research institution such as gaining experience, reading independently, gaining knowledge. Assessing the results of professional development education based on the needs of teachers requires a new approach. According to the current procedure, after completing the refresher course, the trainee undergoes a final assessment process, which consists of tests and defense of the qualification work. These forms of assessment are used for in-service training courses based on a single curriculum as well as curricula. However, the results achieved by students who study on the basis of different individual trajectories and curricula can not be evaluated by a single tool of assessment - testing and defense of qualification work.

In short, innovative management and coordination of the system of in-service training will not only have a positive impact on further improving the quality and content of education, but also lead to the further development of other important sectors of the social sphere through the economy of the state budget.

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