PROFESSIONAL EDUCATION SYSTEM PED A GOG INNOVATION OF PROFESSIONAL IMPROVEMENT OF STAFF INFORMATION-DIDACTIC FORMS

Karimov Kamiljon Abdurakhimovich T.N. Kori-Niyozi
Head of the Department " Technology Education Theory and
Methodology " of the Scientific Research Institute of Pedagogical Sciences of Uzbekistan

ABSTRACT

In this article, the possibilities of the information-educational environment in improving the qualifications of the pedagogical staff of the professional education system are described, innovative information-didactic forms of education, issues of education informatization are considered. Also, the article interprets the information-educational environment as a tool that ensures the transfer and rapid exchange of educational information.

Key words and phrases: professional education, pedagogical staff, professional development, education informatization, information-didactic forms, information-educational environment, environmental approach, quality and efficiency, motivation, educational environment.

Professional education system in our country Extensive work is being carried out on the retraining of pedagogues and the reform of their professional development system. On-line and off -line educational portals in accordance with the priority tasks defined in the Strategy of Actions for the further development of the Republic of Uzbekistan " Further improvement of the quality education system, increasing the opportunities for quality education services, continuing the policy of training highly qualified personnel in accordance with the modern needs of the labor market "[1] through the introduction of distance retraining and advanced training courses based on online technologies, to create opportunities for pedagogues to independently master the educational programs of educational courses without separating from their main work, to develop the professional training of students in the process of professional development of pedagogic personnel, and to provide them with sufficient knowledge, skills and qualifications in an advanced information-educational environment formation is relevant.

Giving a positive assessment to the theoretical and practical experience in the field of solving the problem of continuous pedagogical education, it should be noted that the currently formed structural-content and procedural components do not correspond to the nature of the pedagogue's professional activity. Professional education system, the current system of retraining and upgrading the qualifications of leaders and pedagogues does not fully meet modern requirements.

The main goal of professional development courses is to provide the educational process at a high scientific and methodological level, to support the continuous development of professional and pedagogical skills based on qualification requirements, educational plans and programs.

The requirements for the quality and effectiveness of education require that the content, forms and methods of professional training of the professional education system be improved in accordance with these requirements.

the Decree of the President of the Republic of Uzbekistan dated September 6, 2019 " On additional measures to further improve the professional education system" No. PF-5812, professional education programs are not aligned with the levels of the International Standard

Classification of Education (ISCE) adopted by UNESCO, the educational process of Uzbekistan It was noted that the lack of full implementation of the national qualification system prevents the personnel being trained from taking a decent place in the labor market [2].

Qualitative changes and high efficiency in the field of professional development depend on their compatibility with global educational requirements and the extent to which the competences acquired by pedagogues are put into practice in their future work activities. Quality changes and high efficiency in education are defined by positive innovation in this field. The process of introducing such innovation is an innovative process, which involves the introduction of advanced pedagogical technologies and the achievement of quality and efficiency in education. This puts the task of continuously improving the level of professional training of all field specialists, including teachers of the professional education system, in accordance with the requirements of the times. These are urgent tasks selection of strategies for improvement and development of the content of training and retraining processes in accordance with the functional tasks of the heads of professional education system institutions and pedagogic staff, as well as scientific research, development of innovative information-didactic forms of education that serve to ensure the quality and efficiency of training processes, and systematic use is important.

Innovative informational and didactic forms of education - based on psychological, general pedagogical, didactic and personal methodological procedures aimed at designing the content of education, taking into account the abilities and interests of the learner, in accordance with the purpose of education and applying pedagogical, informational and communication methods, forms and teaching methods implemented is a system of interaction between the teacher and the learner. The professional education system is a system of design and practical application of this technology, consisting of innovative informational and didactic forms of professional development of pedagogic personnel - pedagogical laws, goals, principles, content, form, methods, teaching tools and educational methods, providing high level of efficiency. [3; p. 18].

The goal of informatization of education is global acceleration of intellectual activity due to the use of information and telecommunication technologies. Within the framework of solving these problems, it is necessary to conduct research aimed at developing the pedagogical, methodological and technological foundations of combining technologies and information tools into one system. An information-educational environment can be proposed as such a system.

The information-educational environment is a tool that provides the transfer and rapid exchange of educational information. Based on this environment, it is possible to teach students to understand each other, to respect others' opinions, to express their opinions freely and to solve problems together. As a result, the unified field of education is penetrated.

Information exchange Many interactions between the system and the environment occur through the exchange of information elements. Thus, the environment supplies resources to the system, and receives and consumes its final products from the system. Its peculiarity is that the products of system activity cannot be created in the environment, as a rule. Accordingly, the environment serves as an active beginning and an objective basis for the formation of the educational system.

The environmental approach is widely presented in many works on the problems of education, upbringing and human development. They consider the environment in terms of the conditions

and opportunities that support personal development and the potential of the learning environment.

According to H.F. Rashidov, the educational environment is formed as follows: "The environment becomes educational only when there is a person with motivation to learn." In this case, if one environment is educational for one person, it is neutral for another, each person has the opportunity to form his own educational environment within the limits of a certain educational space" [4].

The term "educational environment" V.A. It is clearly defined in Yasvin's work, he understands the educational environment as "the effects and conditions of the formation of a person according to a given model, as well as the opportunities for his development in the social and spatial-subject environment" [5].

The theoretical core of the information-educational environment is a new direction of pedagogy science, which researches pedagogical processes based on the nature of the information-educational environment's orientation towards renewal. Therefore, introducing a new pedagogical system in one form or another into the traditional educational process is ineffective in most cases. Therefore, it is necessary to create a completely new didactic model with a new quality structure and new criteria for system organization.

The analysis of many definitions of the information-educational environment allows us to conclude that it is the informational, technical and educational methodical support of the educational process, as well as the system of interaction of its participants.

Within the framework of our research task of forming an information education system, the concept of information-educational environment is defined in the work of N.F. Abdunazarova as follows: "Information environment consists of a concept that is highly related to the individual-personal aspects of information creation and application. Each subject of the educational process forms its information environment independently. While creating and consuming information resources, the subject of the educational process not only develops itself, but also develops the information environment. In this way, an information space, which is an information system of the educational process, emerges from individual information environments" [6]. In such definitions, which are very many, it is possible to see a great diversity of opinions in understanding the nature of the information-educational environment, which is a complex phenomenon, and to single out the most important characteristic aspects in it.

The following three main types of information-educational environments, applied in practice or described in the form of theoretical approaches, can be distinguished: environments focused on providing knowledge, environments focused on independent activity on acquiring knowledge, mixed type of environments.

In order to effectively organize the information-educational environment, it is necessary to take into account the following: multiple, systematic, one-time or long-term observation of natural, physical, social and other phenomena, data collection from different regions; comparative study, making decisions and developing proposals to determine the exact trend of events, evidence, events occurring in different places; comparative study of the effectiveness of ways of solving each problem or issue (alternative or different methods), taking into account the differences between the cultural, ethnic, geographical conditions of network participants; comparative analysis of social and cultural views, taking into account specific cultural, traditional and other

characteristics; development of a creative idea (practical, creative, scientific and other) under the condition of joint research of a specific problem; conducting competitions on learning and solving educational problems and focusing on the problematic situations that arise in relation to cultural and educational traditions in other areas.

In short, the information-educational environment of teacher training is organized on the basis of computer telecommunications, has a common problem, goal, agreed methods and methods of activity, and is directed to the achievement of a joint result of the learning, research, creative, scientific activity of the learner-partners. understood. The solution of any problem requires integrated knowledge. Information-educational environment requires the integration of deep knowledge, as well as knowledge of the field of scientific knowledge of the problem under investigation, as well as knowing the characteristics of the partner, his knowledge and understanding of the world, his views.

REFERENCES

Decree of the President of the Republic of Uzbekistan "On the strategy of actions for further development of the Republic of Uzbekistan". // Collection of legal documents of the Republic of Uzbekistan . -T., 2017. -B.39.

Decree No. PF-5812 of the President of the Republic of Uzbekistan dated September 6, 2019 "On additional measures to further improve the professional education system" HYPERLINK "javascript:scrollText()" .

Makarov S. I. Metodicheskie osnovy sozdaniya i primenenia obrazovatelnyx elektronnyx izdani (na primere kursa mathematiki): dis .... d-ra . p. ed . Nauk: 13.00.02.- M.: IOSO RAO. 2003.-242 p.

Rashidov H.F. Theoretical-methodological and social-pedagogical basic development of secondary special and professional education in Uzbekistan Diss. ... Dr. ped. science -Tashkent, 2005. 311 p.

Yasvin V.A. Obrazovatelnaya sreda: ot modelirovaniya k proektirovaniyu. - M.: Alma-Press, 2001.365 p.

Abdunazarova N.F. Pedagogicheskie osnovy povyshenia qualificatsii prepodavateley professionalnyx koledjey v usloviyax informatizatsii obrazovaniya Diss. k. p. n. - T. 2008 -151 p.