

CONCEPTUAL FOUNDATIONS OF DEVELOPMENT OF CONTINUOUS PROFESSIONAL TRAINING OF INFORMATICS TEACHERS

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ABSTRACT

This article provides information on the concept, general principles, and basic rules of professional training development of informatics teachers in training courses.

Keywords: Professional training of informatics teachers in training courses, analysis of scientific and pedagogical literature, development of a training program.

The development of the science of pedagogy has always been based on the advanced research results of the entire scientific community. Therefore, the concept of developing the continuous professional training of informatics teachers with the active use of methodological approaches and universal principles should be implemented taking into account local and foreign experience.

The concept of development of professional training of computer science teachers in training courses is the central element of the research and is based on methodological approaches and general didactic principles.

In order to more clearly and correctly justify the concept of professional training of IT teachers in training courses, first of all, we will theoretically analyze the concept of "concept". From a philosophical point of view, "concept or concept (Lat. conceptio-understanding, system) - a method of certain understanding (explanation, understanding) of an object, event or process; the main point of view on the subject; the guiding idea for their systematic illumination. The term "concept" is also used to express a leading idea, a constructive principle in scientific, political or other activities.

The conceptual apparatus of the concept of professional training development of informatics teachers in training courses defines its terminological field and is designed to clearly express the ontological aspect of scientific knowledge in the field of the studied problem. The main terms and concepts used in the concept: distance support, pedagogical support, modular curriculum, individual educational direction of professional development, specific features of the digital educational environment, professional competence of teachers, digital lim technologies and others. The conceptual apparatus developed in accordance with the principles of completeness and consistency reflects the main components of the studied phenomenon, and it is necessary to determine the methodological basis for the construction of this concept. Based on the analysis of scientific and pedagogical literature, below we present the definitions of the main concepts used in the construction of this concept.

The next term that should be introduced as part of the concept of professional development in IT teacher training courses is the term "professional preparation". Based on the analysis of psychological-pedagogical literature, the professional competence of informatics teachers in the field of informatics and information and communication technologies is determined by certain components formed in the process of training, qualification improvement and self-study, as well

as pedagogical, scientific using digital technologies. and we define it as the ability to effectively perform professional activities. The professional competence of informatics teachers has its own characteristics and differs from the similar competence of any person - a member of the information society.

The main conceptual apparatus of the development of the training program is determined by the introduction of network methodological support in the inter-course period.

The general rules of the developed concept include determining its purpose, its place in the field of pedagogical knowledge, and the limits of its application. The concept of developing a training program that includes network methodological support in the inter-course period is a complex of theoretical and methodological knowledge based on the integration of theoretical approaches to training and increasing the effectiveness of the educational process. represents the target system.

Analyzing the scientific and pedagogical literature, we believe that the theoretical and methodological basis of the developed concept is a unity of the following methodological approaches to scientific knowledge: person-oriented, synergetic, activity-based and acmeological approaches.

General didactic principles are the core of the concept of professional training development of informatics teachers in training courses. Principles are general, basic rules, in which requirements are formulated that ensure the successful achievement of goals based on knowledge of scientific laws.

The didactic provision of professional development depends on the capabilities of the professional development environment. In this case, territoriality is ensured by the implementation of the following conditions: specific characteristics of the socio-professional development of the territory; presence of industry in the area; implementation of the project of informatization of the education system in the region, development and implementation of the regional education policy.

The concept of professional training of informatics teachers in training courses requires considering the problem, on the one hand, as a form of traditional training system, and on the other hand, professional training as an independent form aimed at the professional and personal development of informatics teachers. Based on the methodology of pedagogical research, as the main components necessary and sufficient for the creation of this pedagogical system, we consider it as a specific pedagogical system: pedagogical goal; content of educational programs for professional development; digital technology tools; methods and forms of organizing training.

In order to verify the validity of the concept of professional training development of computer science teachers in advanced training courses, including methodological support of the network during the inter-course period, the development of appropriate tools is required. Based on the results of the research, the following were selected as indicators of professional competence: professional competence, professional mobility, professional initiative and professional skills. Each of the presented indicators has a different level of intensity, on the basis of established traditions in Pedagogical research, as well as taking into account the specific characteristics of the professional activity of informatics teachers, four for each of the four indicators four

intensity levels (medium, medium, medium, high) are defined. Criterion-level descriptions are drawn up for each of the indicators.

The results of advanced training courses for the development of didactic support were considered: questionnaire analysis, interviews, participants' participation in conferences, verification of electronic educational resources created on the topic, professional activity of participants, volume of consulting services per participant and others. The results show that an inter-course network was established within the framework of didactic support, dialogic interaction between students and teachers was established.

Thus, the concept of professional training development of informatics teachers in training courses, including the methodological support of inter-course networks, reveals the essence and content of the process of professional training development in training of informatics teachers, and theoretical and methodological approaches based on the integration of theoretical and methodological approaches. represents a complex, targeted system of knowledge and ensures the efficiency of the process of professional development. The main rules of the concept reveal the essence, content, characteristics, as well as the content and technological content of the professional training of informatics teachers. The concept of professional training development of computer science teachers in training courses is the central connecting element of the research.

Today, elements of distance education have entered the educational system instead of traditional forms of education. the introduction of digital technologies into the educational process has led to the creation of a new form of education - distance education, in addition to traditional teaching methods. In distance education, the student and the teacher are in constant communication with the help of specially created training courses, control forms, electronic communication and other technologies of the Internet, while being separated from each other. Distance learning based on the use of Internet technology provides access to the global information-educational network, performs an important series of new functions with the principle of integration and interaction.

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