

Possibilities of Distance Learning In Improving The System of Advanced Training on The Basis of Advanced Foreign Experience

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Abstract: The article describes the organization of in-service training courses in distance learning through the system of training for system managers, specialists and teachers in advanced training centres on the basis of advanced foreign experience.

Keywords: Distance learning, modern teacher, pedagogical tools, socio-psychological, portfolio, electronic resource.

Interoduction

Socio-psychological approach to teacher training in the United States The intensification of Russian-American dialogue in all spheres of life in modern society attracts the experience of colleagues in the United States, especially experts in Russia. Additional training for teachers in the United States is based on a “socio-psychological” approach.

In the United States, as in many Western countries in the 1950s and 1960s, teacher training tasks forced them to be introduced to new curricula, textbooks, manual content, and ideas that formed the basis of new school courses.

In recent decades, the focus has shifted to the practical side of education. Not much attention is paid to the formation of standards of skills necessary for the performance of functional tasks of teachers, the transmission of information. Continuing education programs include student learning diagnostics, formulation of learning objectives, differentiation and individualization of the learning process, use of modern technologies, new ways of organizing group work in the classroom, and more.

According to experts, heads of educational districts and educational departments, many teachers are becoming professional masters who have really mastered pedagogical technologies after graduating from continuing education courses. However, according to education officials, the current system is not efficient enough. Examples of this are the deterioration of academic performance and discipline, and the school's activism in fostering civic responsibility among young people.

In this regard, an attempt was made to analyze the results of the preparation for the course. The main conclusion reached by the experts is that the majority of teachers are not able to apply all the knowledge and skills acquired in the courses in their practical work. American educators themselves explain this, first of all, by the excessive emphasis on techniques and methods, pedagogical techniques, to the detriment of the value-emotional and cognitive-cognitive areas of the personality. Second, they ignore the enormous impact that program authors have on a complex social system, such as school, on teachers.

Such an interpretation of the reasons for the ineffectiveness of existing continuing education programs has forced American pedagogical theorists and practitioners to take a new approach to teacher training. In addition, according to U.S. statistics, less than half (41.2%) of teachers in two-year colleges in the United States are in favour of continuing education. Most of them make no secret of the fact that they are taking courses only to increase their monthly salaries, and if they reach the top of the state list, they will stop all work on professional growth.

Therefore, the socio-psychological approach is developing rapidly. As in the UK, its distinctive feature is the desire to reconsider the traditional focus on the teacher's need for a continuing education system. Proponents of a change in the school environment are suggested, which, in the opinion of proponents of the approach, encourages or suppresses the type of self-behaviour.

Proponents of these ideas are not opposed to a convergent approach that involves teaching all teachers the same proven professional skills and behavioural techniques in principle. At the same time, they rightly raise the issue of adapting teachers to the realities of post-course school life. Difficulties in adaptation, in their view, are of a moral-psychological and structural-organizational nature. At the heart of these challenges is the well-known conservatism and traditionalism in the pedagogical mindset of teachers, who do not always accept new ones. The sluggishness and sluggishness of the school system also hinder this.

It is well known that any innovation includes relevant changes in the cultural environment of the school, changes in business and interpersonal relationships between school administration, teachers, students, their parents and staff. They affect the condition of many members of the team, sometimes leading to major psychological difficulties. As a result, new approaches are being adopted with old, traditional lifestyles.

Therefore, teachers who take courses are not always confident that they will be able to put into practice everything they have mastered. This situation does not help to effectively master new forms of behaviour and original teaching methods. In addition, the acceleration of the learning process in courses can exacerbate the conflict between teachers and the system they need to work with, as adult learners are always trying to apply new knowledge and skills as a means of reforming the system.

Proponents of the socio-psychological approach are therefore the main goal of continuing education.

In Canada, along with scientific research in the field of teachers' professional activities, research is being conducted in the framework of the ideas of "quality teacher", "effective teacher". The definition of this concept, which belongs to researchers K. Kaplan and T. Owings, is very common in the international scientific space. They consider two components of a "quality teacher":

1) teacher training, his qualifications (social origin, mental ability, professional training, specialization of high school, level of aptitude tests and professional exam results for a teacher's certificate, professional experience);

2) practical activity of the teacher (quality of teaching, the formation of a positive educational attitude in the classroom; selection of the right educational goals and means for assessment of knowledge; application of methods and forms of the educational process corresponding to the content of preparation and development of students; development of textbooks; contribute to a high level of mastery)

Explaining the concept of teacher competence, L. Darling-Gammond asked, "What should teachers know and be able to do?" Asks the question. The researcher identifies the following knowledge, ability, and skills of a modern teacher:

Must know:

- The subject of students and the organization of its teaching;
- culture, language, family, community, gender and other concepts that may be encountered in the educational process.

Able to:

- Development of a pedagogical repertoire of knowledge that develops as a result of the professional growth of the teacher and observation of students: how to better study them and what motivates them;

- assessment of students' knowledge;
- readiness for professional cooperation;

Skills you need to know:

- pedagogical tools that allow the teacher to present new knowledge in a form that is open to students;
- development of knowledge, demonstration of effective experience in its application;
- teaching technologies;
- creativity in the learning process;
- the ability to express themselves.

Trainee teachers gradually become acquainted with the professional practice, from observing the lessons, then participating in lesson planning, and finally taking full responsibility for managing the class.

Teachers are guaranteed continuous education and training at the local and national levels. At the local level, a special centre for continuing teacher education provides compulsory and voluntary curricula. There is a national continuing education program at the national level. Schools participate in a three-year cycle, which is supported by a variety of educational institutions, with a network of teachers and institutions, with special emphasis on science content and curricula in programs organized for teachers during the school year or science discipline.

There is an incentive to involve teachers in professional development. By participating in in-service training programs, teachers accumulate credits that help them enter new and old positions where they are paid a new salary.

It is necessary to organize advanced training courses for system managers, specialists and teachers in the centres of advanced training of public educators through the online system of distance learning. Special attention should be paid to the following:

first, a distance e-learning database (e-resource) will be created on the e-learning website of advanced education institutions;

second, distance (online) training courses, working curricula, training programs and teaching materials will be developed;

third, the developed educational products will be posted on the website of the educational institution;

fourth, audio, video lessons, test questions and assignments are prepared by professors (tutors) with high experience and potential working in the educational institution;

fifth, audio, video lessons, test questions and assignments prepared through various electronic programs, as well as the topic of the dissertation will be presented to the audience.

A working group will be set up to determine the quality of teaching audio, video lessons and teaching materials prepared by the heads of educational institutions and provide them with methodological assistance, which will be examined by this working group. The evaluation criteria developed by the working group are followed in the evaluation of educational products.

The audience is divided into groups in the manner prescribed by law, and tutors are assigned to each group. This process is formalized by the order of the head of the educational institution.

Information about the admitted students is created on the website of the educational institution and entered into the electronic portfolio system.

For the convenience of listeners and easy delivery of audio and video lessons, remote (online) training courses can be created on the telegram messenger and video training channels can be created.

Training schedules for each refresher course are created and placed in the distance e-learning database and on the telegram control channel.

During the course, students will be provided with feedback, chat and webinars, exit tests, methodological advice and methodological assistance in the preparation of assignments and qualifying project work.

At the end of the refresher course, a final attestation (exit test and defense of a qualifying project work) is held. According to the results of the final certification of the refresher course, students are issued a certificate of completion of the course.

Questionnaires are developed by the in-service training institution to evaluate distance (online) in-service training courses and an objective assessment of the activities of tutors.

Also, the mechanism for organizing distance (online) training courses in advanced training institutions is as follows:

remote e-learning management and a remote e-learning platform (e-resource) for students will be created on the website of the training institution;

This e-learning platform will include the data of listeners of the online training course by the regional departments of public education and will be provided with ID numbers by the platform;

trainees provide ID numbers to the educational department of the educational institution. The training department accepts students for the online training course by dividing them into categories and groups based on their ID numbers.

Login-passwords are provided by the training department to the participants of the online professional development course. The listener uses the personal login-password to do the following through the distance learning window on the platform:

enter the order, telephone number and e-mail issued by the Department of Public Education;

passes the entrance test;

reviews the training materials on the modules in sequence according to the online training curriculum (training materials are placed in the form of text, audio, video, presentation) and passes control tests at the end of the module (the system does not allow the transition to another module until completion of one module);

selects qualified graduate work at the beginning of the course. The contact coordinates of the thesis supervisor on the selected topic are provided by the system;

prepares the dissertation with the supervisor during the course by means of remote feedback and places it in the relevant part of the system with the conclusion of the supervisor in due time;

passes the exit test after mastering all training modules;

places the listener's personal information through the system's portfolio section window in order to assess the listener's professional performance.

Telegram Messenger will create channels to manage remote (online) training courses for the convenience of additional listeners. These channels provide announcements, assignments, audio and handouts, and quotes and instructions for accessing the online training platform.

The online learning platform and the control channel on the Telegram messenger are mastered by the ICT department of the educational institution and monitored by the educational quality monitoring and training departments of the educational institution.

On the online training platform, students are evaluated on the basis of the electronic portfolio, the conclusion of the supervisor of the qualifying thesis, the exit test, the conclusion of the SAC as follows.

Criteria for determining the level of mastery of educational materials by students

№	Listener's mastery of learning materials	Maximum score	Transition score
1.	Entrance test results		
2.	Consideration of training materials on modules in sequence according to the online professional development curriculum		
3.	Submission of control tests at the end of the topics on the modules		
4.	Output test results	50	28

5.	Supervisor's conclusion on the dissertation	10	6
6.	Electronic portfolio results	10	6
7.	SAC conclusion	30	16
Total:		100	56

Today, the President of the Republic of Uzbekistan emphasizes the need to organize alternative education options: part-time, evening, taking into account the need for staff in each educational institution. In addition, a distance learning system has been set up to cover all teachers in the regions in the 144-hour in-service training process every 5 years. For example, if a teacher is aware of today's social events, the works of the President, new methods, pedagogical and information technologies, it is necessary to organize distance learning for such teachers. In the process of distance learning, the teacher both acquires new knowledge in his speciality, and acquires the skills and abilities to work with computer tools.

Distance learning should not be organized only for those who have not passed the traditional refresher course for the first time. Unfortunately, such a system exists today. In our opinion, it is expedient to establish a system of distance learning for traditional courses as well. Because the system of distance training is also one of the alternative options for advanced training. Therefore, distance learning for teachers should be widely popularized.

Conclusion

1. The task of a modern training system, which is the most important component of modernization and innovative development, is to cultivate a mature specialist who is able to independently choose the trajectory of individual development in a high-tech competitive environment, taking into account the needs of each trainee

2. The peculiarity of the organization of the educational process in the system of professional development is aimed at ensuring the holistic development of the professional skills of students. This is confirmed by the results of the rating of trainees of advanced training courses.

3. An entirely new task for the teacher is to form the ability of students to consciously choose educational programs, that is, to create individual curricula.

4. On the basis of the study and analysis of the best international practices in the field of teacher training, the technology of professional development of public education staff has been developed.

5. Recommendations for the organization of in-service training courses for system managers, specialists and teachers in the centres of advanced training of public educators through the online system of distance learning.

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