TECHNOLOGIES FOR DEVELOPMENT OF PRESCHOOL EMPLOYEES

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Abstract: The article deals with the issues of improving the system of retraining and advanced training of preschool education. The author also shared his thoughts on how to develop an innovative approach to the modernization of preschool education.

Key word: Preschool education, innovative approach, distance learning, professional development, problem, process, system, programming, evaluation, knowledge, skills, abilities.

Introduction

In order to educate the younger generation, to ensure the growth of boys and girls into harmoniously developed people, great attention is paid in our country to the further improvement of the activities of preschool educational institutions. In particular, the President of the Republic of Uzbekistan "On measures to further improve the system of training, retraining and advanced training of teachers" September 26, 2017 No PP-3289, "On the organization of the Ministry of Preschool Education of the Republic of Uzbekistan" 2017 Resolutions No. PQ-3305 of 30 September were adopted [1]:

- coordination of the formation of the educational and methodological base of retraining and advanced training courses for teachers of preschool education institutions and the implementation of organizational and methodological guidance;

- ensuring the systematic improvement of curricula and programs of retraining and advanced training courses, taking into account the widespread
introduction of modern pedagogical and information and communication technologies in the educational process;

- coordination of fundamental, applied and innovative research aimed at the scientific problems of the process of retraining and advanced training of teachers of preschool education;

- continuous development of professional training of teaching staff in regional centers, the organization of work to attract foreign specialists, scientists and teachers to the educational process;

- regular study of the effectiveness of regional centers and the development of appropriate proposals based on the results of the study;

- implementation of topical issues such as the discussion of reports of the heads of regional centers on the effective organization of retraining and advanced training courses, the evaluation of the activities of the heads of regional centers based on the results of the discussions.

**The main results and findings**

Many services have been set up to keep in touch with the audience, to provide the necessary methodological assistance to the listeners, to monitor the implementation of individual lessons and to assess the knowledge of the audience. This is also distance learning.

In our view, the synthesis of individual-activity approaches combined with the conceptual ideas of distance education in the educational process provides a new quality of preschool education.

A feature of the work on the theoretical understanding of the phenomenon of distance education is that most of the work on the theory of distance education is a synthesis of pedagogical, organizational, economic and other approaches. At the same time, many authors conclude that the existing apparatus of scientific concepts is limited and try to make their suggestions in the development of the theoretical apparatus in order to adequately cover distance education.

Over the last thirty years, distance education has become a global phenomenon of educational and information culture, changing the face of
education systems. An entire education services industry, commonly known as distance education, has emerged and is growing rapidly, reaching a large number of learners and impressing with its size and complexity of infrastructure.

However, due to the versatility and comprehensiveness of distance education, the variety of forms of organization of distance education in different centers, there is no general rule of distance education.

Some authors define distance education not as a form of education, but as a separate "educational technology" or "information-educational space", others define distance education as an external form of education, while others suggest the term open education, which is even more general for this form of education[2].

According to the president of the European Association of Correspondent Schools (AECS), “Distance education is a little more than reading, more than hearing or seeing, more than previously prepared teaching materials, more than technology, more than independent study, more than training, more than open reading”[2].

In the framework of our study, it is important to identify important indicators that provide clearer and clearer answers to the questions of what is distance education, what is the need for the development of distance education in the system of in-service training of preschool education institutions.

For this purpose, we use the method of analysis proposed by A.V. Gustyr to define the concept of "distance learning". If the main feature of distance education is distance learning, that is, when the learning process is not in the same audience as the learner and the teacher, then the communication between them is indirect and requires information and communication tools. In other words, distance learning implies that the learner has feedback or interaction with the teacher (generally a source of subject and methodological knowledge).

Thus, distance learning from other types of education, primarily full-time education, is a method of learning through indirect interactive communication, in which certain means and technologies of communication do not have the quality of an important feature of distance learning.
In order to expand the concept of "distance learning" can be used the method of comparing existing types of distance learning, firstly, to identify trends in the development of theory and practice of distance learning, secondly, to establish links between distance learning, thirdly, to determine the methodology of distance learning; gives

In the analysis of the development of the theory and practice of distance education, two types of education systems are clearly distinguished, their distinction leads to an understanding of the nature of the contradictions that arise in trying to adequately define the concept of "distance education".

The education system, called “correspondent education,” historically preceded other forms of distance education. At the heart of this type of training is educational communication through remote mail.

The second type of education system arose from the development of information and communication technologies, which allowed to transmit classroom lessons to long-distance audiences and provided distance learning communication through audio-video-broadcasting.

The correspondent education system implements the idea of distance learning as a form of education that is completely different from the traditional organizational forms of the educational process.

The didactic principles of the "correspondent" education system of distance education fulfill the psychological characteristics and educational needs of students in this form of education. General didactic principles include:

1. "Correspondent teaching", as a form of teaching, is based on independent educational activities that require the creation of special teaching materials and certification materials for students;

2. Recognize the learner's independence in choosing the content and timing of education, and take a pragmatic approach to intermediate and final attestation and evaluation as motivation and self-control, rather than as the goal and end result of education;
3. Separation of roles of the teacher and the consultant (teacher, tutor) directing the student to independent educational activity on the basis of didactic interaction (dialogue);

4. Organization of education on the basis of modules that provide a higher level of diversity and facilitate correspondent communication;

5. Variability of terms of training and accordingly intensity of educational process;

6. Minimization of full-time classes (sessions), development of special forms that ensure their expediency;

According to the "correspondent" didactic model of distance learning, traditional classroom lessons (lectures and seminars) are other forms: a set of special teaching materials developed and implemented student self-learning activities, as well as an active practical group similar to a simple seminar and deeply different from the lecture lessons are replaced by tutorials.

Telecommunication tools and channels are used as a means of communication and interactivity in the internal interaction of the group, in the process of delivery of teaching materials and individual counseling by the tutor and the student.

The set of teaching materials that provide student self-learning activities includes materials that can be used only with the help of equipment, which most students can easily use.

Implementing a “reporter” didactic model of distance learning requires special skills and abilities from the teacher (tutor), including not only advice, but also psychological support. To do this, the tutor must be fluent in several course materials, as well as be able to organize group work.

As mentioned above, the “translational” model of distance education is based on the idea of a fundamental unity of distance and full-time education, which does not differ from the type of relationship between teacher and student in the educational process, and therefore based on classical didactics and traditional forms of educational process,
According to this model of distance learning, traditional classes: lectures and seminars are transmitted over a certain distance using telecommunication means, which allows to significantly increase the number of students in the virtual audience.

However, other constituent parts of the modern educational process (seminars, independent work, consultations, assessments, etc.) cannot be organized remotely, which reduces the advantage of distance learning.

Moreover, while the word goes only on the transmission of lectures, this type of learning activity is passive in its superiority, which only deepens with the increase in the number of students.

Thus, the broadcast model of distance education, which, by its very nature, consists of the idea of delivering traditional and classroom lessons and providing it with the help of modern information and communication means, has certain principled limitations.

Concluding the comparison of different types of distance education, the didactic model of its "correspondent" type is focused primarily on adult education on a set of characters, which will be useful in the introduction of distance learning in the system of professional development of teachers.

The meaning and purpose of any technology is to optimize the process, removing from it activities and operations that are not necessary for the result. At the same time, each element of teaching technology has its own place in the whole educational process, each technological action, each technological action has its own place in solving the problem of its optimization.

Thus, educational technology is an ordered system of technological activities of the design of the educational process, which, if implemented, guarantees the achievement of the planned result.

As for the information and communication technologies used in distance education, their content is far from the specific goals of pedagogy. Regardless of their field of application, they are universal technologies for collecting, processing, storing, distributing, displaying and using information. They are relevant to
education because they should only be used in the educational process to ensure that pedagogical goals are achieved.

Among the above, the most well-developed are the groups of standards that describe training courses and education management systems. A single standard in these areas is currently being developed and agreed upon, but several standards are being put into practice. These standards are maintained by the following organizations:

- ADL Network Standardization Organization (SCORM Standard).
- AICC is a network standardization organization.
- IMS / GLC Industrial Consortium.

1. ADL (Advanced Distributed Learning) was created by the US Department of Defense and the Department of Science and Technology Policy of the US Presidential Administration to develop standards in distance education. One of the main directions of development is to create a technical basis for computer and web-based learning.

The creation of the SCORM (Sharable Content Object Reference Model) standard is the first step in the development of the ADL concept, as it defines the structure of the standard learning materials and the interface of the information-learning environment. Due to this, learning objects can be used in various systems of distance learning that are able to work with SCO (Sharable Content Objects) objects.

The analysis of the concept and models of distance education allows us to draw the following conclusions:

- Distance education is an organizational and didactic form of education, which differs from other forms mainly by the method and nature of educational communication, which is carried out indirectly.

- Information and communication technologies used in distance education are the means by which its relative weight varies depending on the technological process, the model of organization of the educational process.
Conclusion

From the above, it can be concluded that independent education can perform an adaptive or productive function in relation to professional pedagogical activity. The adaptive function of independent learning is aimed at solving professional problems in certain conditions, and the productive function is the formation of new motives, skills, problems that form the basis of the productive activity of the teacher.

Independent education has a specific content, internal organization and procedural dynamics associated with the stage of professional and personal development of the teacher, which are reflected in the direction, goals, means, methods and objectives of independent education.

Course teaching in the educational institution, the synthesis of independent education and methodical work, provides openness, variability, diversity of forms and types of educational programs that take into account the objective needs of teachers and the system of secondary special, vocational education.

References:


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