

SPECIFIC ASPECTS OF THE DEVELOPMENT OF TEACHERS' PROFESSIONAL DEVELOPMENT IN EDUCATIONAL INSTITUTIONS

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Annotation

The article examines specific professional features and requirements for the development of media competence of teachers of secondary schools in the process of advanced training by identifying the pedagogical and psychological capabilities of students, as well as developing mechanisms for monitoring and assessing quality.

Keywords: Professional development process, student, teacher, continuing education, pedagogical activity, professional competence, media competence.

In our republic, personnel qualification improvement and their retraining is one of the types of continuous education system, the process of updating and deepening professional knowledge and skills of specialists and managers working in all sectors of the national economy. It ensures that the competitive qualities and knowledge and skills of personnel are at a level that can meet the requirements of the time. Qualification improvement and retraining is a process of scientific theoretical and practical preparation of each employee, which consists of getting acquainted with the latest scientific achievements and innovations in their specialty, assimilating them, learning new practical work methods, advanced work practices. is considered In this article, Management of Innovations in Educational Organizations, Professional Professional Development is interpreted as a course aimed at improving the theoretical and practical training of teachers. Training courses are aimed at the formation of the teacher's specialization and professional training, cultural and educational field and development of personal qualities, and include special knowledge and skills as a means of his successful activity.

Today, new methods of retraining and professional development with the organization of new structures and forms of teacher training are being developed and tested. The general scientific, psychological, pedagogical and scientific direction of the educational process is implemented, as a result of which the fundamentalization of teacher education is achieved.

Acquaintance with the content of theoretical sources showed that there are a number of contradictions in the development of media competence of teachers in the process of in-service training, in particular:

- between the level of education of a pedagogue specialist and the normative requirements for the modernized content and volume of the State Education Standard and the level of realization of his personal capabilities;
- between traditional and innovative methods used in the process of developing the professional competence of a pedagogue;
- between the activities of educational institutions aimed at pedagogical support in the development of a teacher's personality and professional competence, and the mechanism and legalities of the process of developing the professional qualification of a pedagogue;

- between the fact that the possibilities of integration with general professional and specialized subjects are not used enough in terms of developing the personal and professional competence of the teacher of the pedagogical series of subjects;

- it is possible to show the contradictions between the scientific and technical development, the growing demands of the modernized society for a skilled pedagogue, and the fact that teachers are not ready to work in the conditions of self-development of the main part of developing their professional competence. One of the ways to overcome such contradictions is to develop professional competences of future specialists.

In particular, the decision of the President of the Republic of Uzbekistan No. PQ-4963 of January 25, 2021 "On measures to support scientific research activities in the field of public education and to introduce continuous professional system development" in order to ensure its implementation, the decision of the Cabinet of Ministers was adopted. According to it, the procedure for organizing the system of continuous professional development of public education pedagogues was approved.

A block-module system has been created based on the characteristics of advanced training courses, the educational situation in the districts, and the needs of teachers. Modules in blocks are represented by structural sections, their sequential location and content correspond to the algorithm of placement of the process of teaching professional activities from general, methodological foundations to specific actions. The broad objectives of the modules are characterized by the students' choice of educational level. The content of each module consists of fixed (core) and variable parts and addresses theoretical and practical issues. Additional educational services block is variable. The subject of the courses for heads of educational institutions is pre-determined by the general direction of the school development process and design programs. The block-module structure reflects the essence of the educational program in establishing interaction with the audience. A reflexive and creative approach, which corresponds to the dynamism of modern educational practice, requires independence from the leader, initiative in decision-making. This approach, combined with theoretical knowledge of the management process and practical learning situations, provides students with activities close to reality. The experimental test showed that the teaching technology implemented through the structural and structural construction of the module of personal activity not only contributed to the high results of mastering the content, but also helped to change the motivation of professional development from the reproductive level to the creative level. An important advantage of such a construction of the training program is that the modules can be combined according to the requests of the trainees.

In short, in the process of professional development, it is necessary to pay attention to the following aspects of the development of media competence among teachers based on the requirements of the innovative educational environment, based on the organization and management of the educational process:

to pay attention to the content and essence of the competence approach in the formation of qualification requirements for specialist subjects among all categories of teachers;

taking into account the requirements of the innovative educational environment created on the basis of the competency approach;

organization of teacher training courses based on need;

to establish a professional diagnostic analysis of pedagogical training of teachers in professional development courses;

in the professional-pedagogical training of the teacher, the main attention should be paid to the development of the tools of educational science, the content of pedagogical activities and the ability to take into account the personal capabilities of the student;

As a result, a specialist with media competence consistently enriches his knowledge, absorbs new information, deeply understands the requirements of the time, searches for new knowledge, processes it and serves to effectively apply it in his practical work.

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