

**IN THE CONTINUOUS EDUCATION SYSTEM, UPGRADING AND  
RETRAINING OF PEDAGOGIC PERSONNEL IS THE CURRENT  
DEMAND**

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**ABSTRACT**

*This article is about how professional development and retraining of pedagogical personnel in the system of continuing education are necessary for the development of society at the present time for the training of competitive qualified specialists. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. As a social pedagogical process, professional skills also have their own structure and stages of formation. The beginning of the formation of professional pedagogical skills begins at the university and continues after graduation.*

**KEYWORDS:** *Continuing Education, Development Of Uzbekistan, National Education, State Educational Standards, World Requirements, High Spirituality, Science And Technology, Pedagogical System, Preschool Education, Secondary General Education, Secondary Special, Professional, Higher Education, Distance Education, Advanced Training And Retraining, Information And Communication Technologies.*

## INTRODUCTION

Currently, the systematic approach to the development of our society, in turn, serves to ensure consistency and coherence in their activities based on a comprehensive comprehensive analysis of pedagogical processes. Therefore, a systematic approach is important in ensuring the continuity of the educational process. I. Karimov emphasized in his speech "A perfect generation - the foundation of Uzbekistan's development" that "continuous education is the main link of people's education. Therefore, special attention should be paid to this issue. In providing continuous education with state educational standards and relevant educational programs, first of all, it is necessary to pay attention to their being at the level of world requirements, building on the ground of high spirituality" [3, 15]. The necessity of continuous education in our country is determined by a number of socio-economic, political, moral, organizational-pedagogical factors, as well as by ensuring the perfection of the human personality. Continuing the good works of the first President, President Sh. Mirziyoyev, in his speech at the joint session of the chambers of the Oliy Majlis dedicated to the solemn ceremony of his inauguration as the President of the Republic of Uzbekistan, praised the work of our scientists, intellectuals and mentors: "Creating this potential and we know and highly appreciate that our respected intellectuals - representatives of science and technology, first of all our dear and respected academics, representatives of culture, literature and art, and sports are working selflessly, giving their whole body" noted [4, 15].

The main idea of continuous education is to maximally adapt education to the interests of the individual and society, to fully use all its links in the development of the individual. Continuing education means creating a social and pedagogical environment for a person to demonstrate his abilities, to satisfy his professional and spiritual needs and interests, not only during his studies in an educational institution, but also during his entire practical work. Continuous education as a pedagogical system means acquiring knowledge through various ways, means and forms, deepening it, improving one's professional skills, showing one's identity as a citizen, and satisfying one's spiritual interests. Preventing mental, economic, and organizational difficulties in the transition from one stage of human education to another, strengthening the succession between stages and types, and providing historical evolutionary development between them, continuous education also in creating comfort for a person lim plays an important role. In our country, there are wide networks of continuing education to satisfy the professional and spiritual interests of every person. A person can choose the stage and scope of education, relying on its components, and satisfy his goals based on his personal capabilities and characteristics. For this purpose, it is possible to form an organic link between different stages and types of education. It includes basic education (pre-school education, general secondary education, secondary special education, vocational, higher education) and additional education (satisfying various interests - hobby, technical, natural science, art, music, boarding schools, computer media and information and communication technologies, education through the Internet, distance education, professional development and retraining) mutual coordination and integration is considered important. Accordingly, President Sh. Mirziyoyev emphasized the need to develop information and communication technologies in our country in his work "We will continue our path of national development with determination and raise it to a new level": "In today's conditions, the most advanced information -wide introduction of communication technologies is gaining priority. It was not for nothing that he emphasized that in accordance with the National Program

adopted in this field, we should further develop telecommunication technologies, communication systems and infrastructure, form information system complexes and the "Electronic Government" information base [5, 17].

The concept of continuous education is multifaceted, and it is based on the development of a perfect person at all stages of a person's life. According to its purpose, continuous education is the process of development of social capabilities of a person, development of his abilities and strength, growth of general and professional maturity, improvement of previous training. Therefore, continuous education is an integral part of human life. The idea of acquiring knowledge from the cradle to the grave in the hadith is consistent with the idea of continuous education. In addition, continuous education as a socio-pedagogical principle, based on the nature of social development, the functioning of education as a whole system is aimed at the development of a person as an active subject of social development. The practical and theoretical activity is the factor that determines the maturity of the pedagogue. After all, the sciences of pedagogy and psychology prove that a person cannot develop and express himself outside of activities, and the connection between the activity of a teacher and the development of his personality does not appear by itself. The effectiveness of this connection depends on a number of conditions. For example, the professional improvement of the pedagogue can be realized if: a) he takes an active position in the activity, his creative power and ability can come to the real surface; b) interpersonal relations in the pedagogical team can enter into the "teacher-pupil" and "teacher-public" system equally and responsibly; c) can analyze and evaluate his personal experience from the perspective of collective experience, theory and practice; g) if his work is constantly materially and morally encouraged from the point of view of social justice [7].

Covering the teacher with the continuous education system is not only a social-political or methodological problem, but also a necessity arising from the essence of his profession. This, in turn, allows the teacher not only to acquire the organizational, scientific-methodical skills of continuous personal and professional improvement, but also to constantly study, learn, independently think and acquire knowledge for his students. is also necessary for arming. Continuous improvement of the qualifications of pedagogues is the formation of high pedagogical skills on the basis of deepening ideological-political, general cultural, professional, economic, ecological, and legal knowledge [2]. On this basis, teachers can be restructured based on the requirements of independence, ensuring the continuity of the professional development process. Therefore, continuity of the process of professional development of pedagogues requires first of all its democratization and humanization. The principle of continuity also requires ensuring the interdependence of professional development and retraining with the knowledge acquired in the previous educational institution. In addition, it also requires that independent work processes are inextricably linked with the training received in advanced training courses. At the same time, it is necessary to ensure that pedagogues meet their real needs, social necessity, and their subjective capabilities. It is important to ensure the continuity of the training of pedagogues with their attestation, the continuity of the organization based on the determination of optimal standards of moral and material stimulation [1]. In addition, ensuring the mutual harmony of state and non-state, courses and social forms of professional development will be an important means of its coherence and consistency. Since education in our country is declared continuous, it is not a new structure or an increase in the type of education, but it is about creating convenience for citizens, covering them with various forms and means of

education. is to ensure that they do not feel inconvenience in satisfying their professional, personal and spiritual interests. As we think about the system of professional development and retraining of pedagogues in the continuous education system, it is necessary to seriously improve the basic education (base) training of pedagogues. Because professional development and retraining, no matter how perfect, cannot fully eliminate all the shortcomings of the basic education of the pedagogue. In the universities based on the reorganized pedagogical institutes, pedagogy, psychology, teaching methodology and pedagogical practice are considered the basis of the teaching profession. The number of hours allocated to pedagogy, psychology, methodology and practice in national universities is the same for all universities. However, the National University has always prepared specialists of a wide profile, and its graduates are prepared to work in various sectors of the national economy: in scientific and research institutions and higher educational institutions. Graduates of regional universities mainly go to work in educational institutions. And they lack pedagogical training, the ability to deal with students, and methodological training [8].

The main goal of the education reform implemented in our country is to form a well-rounded person. Successfully solving this task made the issue of teacher professional development an important theoretical and practical problem of pedagogy. Because independence made the formation of a perfect person a priority issue of state policy [3]. This task can be performed by an experienced pedagogue who is perfect in all respects. In order to change a person's personality and spiritual world, a teacher must perfectly learn how to exert pedagogical and personal influence on him. This requires high professional skills. Professional skill is the ability to skillfully organize all forms of education, to focus on the goal of developing a person's perfection, worldview, and abilities. "Pedagogical skill," wrote A.S. Makarenko, "can be improved and improved to almost technical level." For this, it is necessary to have strong and universal means of pedagogical influence, when any negative or strong influence on our student should not be allowed to decrease or disappear" [7].

Only a skilled pedagogue can perform such a task. Professional skill, like any skill, is manifested in activity and is formed and developed in it. But activity is not exactly the same thing as professional skills. Just as pedagogical activity has its complex structure, the professional skill that is its derivative is also a product of a complex and specific process of formation. As a social pedagogical process, professional skills also have their own structure and stages of formation. The beginning of the formation of professional pedagogical skills begins at the university and continues after graduation. Any skill is formed on the basis of knowledge. Professional pedagogical skills are formed and developed on the basis of certain knowledge. In turn, knowledge is a product of social work and thinking, and it expresses the objective and legal relations of the existing world with the help of language. Knowledge is inextricably linked with cognition, its result and component. Human knowledge is constantly deepening on the basis of scientific and technical progress. On the basis of knowledge, a person acquires the laws of development of nature and society, his essence, the secrets of his profession. In turn, knowledge has its own structure. It includes skills and competencies. Skill is the ability of a person to perform a specific activity or action based on previous experiences. The physiological basis of the skill is complex conditioned reflexes formed in the cortex of the cerebral hemispheres. Skills are closely related to qualifications. But the skill can be formed even without special exercises in performing certain actions. In this case, the skill is not very complicated, but relies on existing

knowledge and skills. Skill is the automation of certain actions and management processes. The physiological basis of the skill is the habits formed in a person, i.e. the dynamic stereotype, the system of successful nerve connections in the cortex of the large hemispheres of the brain. Any human activity consists of skills formed at different levels. Skills are developed through practice. Russian scientists N. Levitov, N. Kuzmina, O. Abdulina, V. Slastenin, YE. Mileryan, S. Batishev, K. Platonov dealt with the issue of formation of pedagogical skills. Each of them approached the qualifications from the point of view of their scientific interest. In their scientific views, a single view of the interdependence and special features of skills and qualifications in pedagogical activity has not been formed. Among the scientists of our republic, J. Yoldoshev, K. Zaripov, R. Jorayev, K. Davlatov, U. Nishonaliyev, N. Shodiyev, T. Mirsaidov, K. Mirsaidov, A. Khojaboyev, O. Abduquddusov with this problem, R. Choriyev, B. Nuriddinov were involved. They mainly researched various theoretical and practical aspects of the processes of formation of skills and qualifications of vocational education teachers. Nevertheless, a comprehensive theory of the formation of skills and competencies in pedagogical activity has not yet been created [7].

The need to successfully apply the requirements of educational reform to life makes it important to create such a theory. It should be noted that there is no unity among scientists in the description and definition of pedagogical skills and qualifications. For example, psychologist K.K. Platonov notes that competence is a person's ability to perform some activity or action in new conditions based on previously acquired knowledge and skills [6]. Even this definition cannot be complete, because the role of skills and qualifications in the activity of a teacher is to ensure that his pedagogical skills are at a high level. It is necessary to develop professional skills and be the foundation for the formation of high pedagogical skills. Pedagogical action is important in the structure of pedagogical activity. Actions become skills through pedagogical exercises, facilitate solving pedagogical tasks, pedagogical skills are the basis of professional skills.

According to J. G. Yoldoshev, pedagogical skills are created as a result of the above-mentioned education, science and mind, as a result of countless work and practice. It is a skill in scientific language. If a person wants to work well, to have good results of his work, to achieve good quality of the result of his work, he needs qualifications [7]. Qualification is a product of training, education, knowledge, skills and intelligence. The knowledge, skills and competence acquired in the course of training are created and become habits as a result of repeated work and practice.

The transformation of pedagogical skills into skills is a multi-stage process. The process of skill formation can be divided into three stages: analysis, synthesis, and automation. Qualification improvement is important in human life and livelihood. Qualification is the main factor in education. To improve the teacher's qualification, first of all, it should be meant to expand the scope of his knowledge and to improve and deepen the teaching methodology based on modern educational technologies. Teachers can perform these necessary tasks in different ways.

Pedagogical skill-pedagogical knowledge, along with understanding, also includes skills in the field of pedagogical techniques, with the help of which it is possible to achieve more results with less effort in education. Selection of qualified pedagogical tools is determined by their compliance with educational goals. The goal, as a unique internal guide, directs pedagogical activity to the task that needs to be solved. As a result of this, skills and qualifications become



the steps of formation of professional skills. Because mastery is an absolute task of education as a high level of development of professional skills. Skill is the ability to perform complex work quickly, accurately, with high quality and to achieve high productivity without difficulty. In turn, it is the rhythmic application of skills and self-expression with full confidence in the activity [10].

It is necessary to distinguish the special aspects of pedagogical skill from the general skill of a person. It is not necessary to separate professional skills from the qualities of a teacher's personality. These qualities should be sought not from his qualifications, but from his personal qualities and life position. In our opinion, these qualities ensure the creative and successful work of a pedagogue. The foundation of a teacher's pedagogical skill is his general culture and spirituality. The connection between them is uniquely manifested in the fact that general culture has a strong influence on its effectiveness in the conditions of the pedagogical process. The teacher's moral, personal qualities, role model, and general culture play an important role in students' transformation of knowledge into a means of their personality formation. A.I.Sherbakov considers pedagogical skills to be a combination of scientific knowledge, skills and qualifications of a teacher, methodological art and personal qualities [6]. Pedagogical skill is manifested in activity, but activity and skill are not equal to each other. It is determined by the high development of special generalized skills. At the same time, the essence of a teacher's personality lies in his ability to manage his activities at a high level. Society determines the purpose of pedagogical activity. A teacher cannot determine the scope, direction, and purpose of his work by himself. It is defined by society as a social order.

Thus, the components of pedagogical skill (knowledge, skills, competence, habits) are in a dialectical relationship, and they are developing. The basis of self-development of skills is knowledge and direction, its success is determined by ability, their integrity, direction, and high result is determined by pedagogical technique. In order for each teacher to fully demonstrate his professional skills in the educational process, he should first of all be armed with deep knowledge of the subject he teaches and have life experience, as well as solving the problems of the learner. he should be able to direct them to study. We believe that it is necessary for a teacher to have deep knowledge of his subject as well as deep mastery of pedagogical technologies [10].

Therefore, it is appropriate to prepare specialists for the national economy in higher educational institutions in separate faculties and departments, and to train those who will work in the educational institution in the future in pedagogical faculties and departments. Before admitting students in the pedagogical direction to a higher educational institution, it is necessary to pass a test that determines their pedagogical ability, ability to work with children, and then enter them into tests that determine the level of knowledge. The weight of pedagogy, psychology, methodical sciences and pedagogy should be sharply increased in pedagogical faculties. The developmental function of continuous education fully corresponds to the teacher's profession and personality, and is characteristic of the gradually increasing complexity of the process of improving his qualifications. According to the requirement of a systematic approach, they interact. Changes in the big system affect the small system. In addition, the system of professional development and retraining of pedagogic personnel serves as a supplement and flexibility for all stages of continuous education. New forms and tools appear in the training system, and the integration of its components increases [11]. For example: due to the wide penetration of computer-based information and information technologies into the development of

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all spheres of social development, the opportunities for vocational training and professional development expand. The ability to use the INTERNET, distance learning, computer, information and communication technologies in training and retraining, and to satisfy spiritual and professional interests will continue to increase day by day [9]. By means of these, it is possible to save not only science-technological and professional news, but also the time of retraining and advanced training, as well as the effort and money spent on them as a result of remote training. The development of social development, characteristic of market relations, has a sharp effect on the periodicity of qualification training and leads to its reduction. relationships are formed. Thus, in the existing system of continuous education, training and retraining of personnel is manifested as a means of meeting their material and spiritual, professional and personal needs, that is, as a means of ensuring continuity.

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