Implementation Of Distance Technologies In The System Of Advancing The Personnel Of The Pre-School Education System Of The Republic Of Uzbekistan

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ABSTRACT

This article describes the essence of distance learning technologies in the system of professional development of preschool education and its implementation in practice.

KEYWORDS

Preschool education, advanced training system, distance learning technologies, competence, ICT technologies, electronic database

INTRODUCTION

In our high-speed age of information technology, the requirements for the quality of preschool education, which is the first step in the system of lifelong education, are increasing. In this regard, the status of the teacher, his educational functions are changing, and the requirements for his professional and pedagogical qualifications change accordingly. Today in preschool educational organizations there is a demand for a creative teacher who can mobilize his personal potential in the modern system of upbringing and development of a preschooler.

THE MAIN RESULTS AND FINDINGS

The current system of preschool education in Uzbekistan is characterized by a variety of types of educational organizations, an expansion of the range of variable programs and pedagogical technologies used, and the wide development of innovative approaches to the implementation of pedagogical activities and the educational process. This requires the introduction of significant adjustments in the system of retraining and advanced training of pedagogical and leading personnel of the preschool education system in our republic.

The Law of the Republic of Uzbekistan "On preschool education and upbringing" defines the tasks of scientific and methodological support of the system of preschool education and upbringing, in particular, it requires "the introduction of advanced pedagogical and information technologies into the educational process", as well as "analysis and evaluation of the effectiveness of the implemented educational methods and programs in the system of preschool education and upbringing ".

Thus, at the present stage of development of the system of advanced training for managers and specialists of the preschool education system, it is necessary to introduce new educational technologies, methods and programs that ensure an increase in the effectiveness of the educational process. One of such technologies is distance learning.

Distance learning as a new teaching technology and, accordingly, as a new form of retraining and advanced training is actively developing and developing in our country.

Modern educators have already highly appreciated the benefits of distance education. Mistrust disappeared, and in its place came a high demand for distance learning. The idea of distance learning is especially relevant for specialists, in particular, teachers who do not have other opportunities to update their knowledge due to various reasons (territorial remoteness, quarantine limitation of the COVID- 19 ", economic and financial difficulties, etc.) Distance forms of advanced training have a number of advantages, such as:

-Flexible training schedule, the ability to combine work and study, not to attend advanced training courses in the form of lectures, seminars on the job, but work at a convenient time for themselves, in a convenient place, and at a convenient pace. They have the opportunity to organize their studies in the necessary temporal rhythm, necessary for them to master the training module and achieve the necessary results in the chosen courses;

- Exchange of experience with colleagues, where they can present their work experience and demonstrate it in practice;
- Modularity: the basis of distance education curricula is a modular principle. Each individual course creates a holistic view of a specific subject area. This makes it possible to form a curriculum from a set of independent course modules that meets individual or group needs;
- Individual curriculum and control schedule;
- Asynchrony: in the learning process, the trainer and the trainee work according to a schedule convenient for each. Coverage: This feature is sometimes also referred to

as "massiveness". The number of students is not a critical parameter;

- Forming competencies for working with ICT technologies;
- Independent systematic work with educational material and information sources;
- Variability of the content of education by providing the opportunity to demonstrate a variety of points of view on education issues and many facets of solving practical and theoretical problems;
- Continuity - the possibility of continuous education throughout life;
- Openness - learning through distance technologies is open to all categories of the population;
- Replicability - the possibility of quick and unlimited replication of pedagogical information technologies;
- Economic efficiency (reduction of material costs for household, transport costs).

As statistics show, the average assessment of the world's educational systems shows that distance education is 50% cheaper than traditional forms of education. The experience of domestic non-state distance education centers shows that their costs for training a specialist are approximately 60%) of the costs of training specialists in full-time form. The relatively low cost of training is ensured through the use of a more concentrated presentation and unification of content, the orientation of distance learning technologies to a large number of students, as well as through more efficient use of existing educational space and technical means, for example, on weekends.

Dynamism of distance education:

- The electronic form allows you to frequently update the training material;
- Access to sources of information throughout the Internet (electronic libraries, catalogs, reference books, etc.);
- Interactive interaction with information material;
- The ability to store, quickly transfer, edit, process and print information of various sizes and types.

The listed features also determine the advantages of distance learning over other forms of education and allow the system of advanced training for directors and specialists of preschool educational organizations to be further improved, which in the future will contribute to the high-quality training of specialists, which is one of the main priorities for the national education system today.

In our opinion, a very important area of work in distance learning is the training of teaching staff for the system of advanced training for preschool teachers, taking into account the innovative development of the system, attracting experienced, highly professional practitioners who are able to introduce and use innovative teaching technologies in teaching.

In this regard, it is necessary to note the new role of the teaching staff of advanced training institutions: they are entrusted with such functions as:

- Coordination of the cognitive process;
- Correction of the taught course;
- Consultation in drawing up an individual curriculum;
- Management of educational projects, etc.

The teacher manages the study groups of mutual support, helps the trainees in their

professional self-determination. Asynchronous, as a rule, the interaction of students and teachers in the distance education system involves the exchange of messages by sending them to the addresses of correspondents. This allows you to analyze incoming information and respond to it at a convenient time for correspondents. Asynchronous communication methods are electronic voice mail, electronic computer networks, chats in social networks (video, voice, text) channels. Specialized quality control of education: as forms of control in distance education, remotely organized exams, interviews, practical, coursework and design work, external studies, computer intelligent testing systems are used.

The COVID-19 pandemic has made its own adjustments to the education system and, in particular, to the advanced training of teachers in the preschool education system; at the state level, regulations were adopted that allowed the teaching staff to switch to a remote mode of work during the period of quarantine measures. most, it was the impetus for the teaching staff to apply modern information technologies of distance education.

To implement distance learning, an online advanced training mechanism was developed.

This mechanism included the main stages:

- On the electronic website of the Institute (http://mt.mdomoi.uz/) a distance learning platform (electronic resource) was created;
- Developed and posted on the website of the institute (http://mt.mdomoi.uz/)
- Curricula and educational-methodical complexes, audio and video resources for

continuing education courses based on distance (online) training. Currently, there are 1474 topics on the electronic platform, 459 training modules for 34 qualification categories, more than 728 electronic books are posted;

- Highly qualified professors-teachers at a high level, possessing the skills of working with information and communication technologies, were selected and involved in the development and preparation of lectures, audio, video lessons, test questions and assignments;
- In each group are attached tutors whose tasks include providing students with methodological and practical assistance;
- The electronic database of the platform contains information about all students distance learning;
- There is a database of professional
- In various fields of activity, in which the potential of leaders and teachers, the results of professional development, professional achievements and ratings by region are calculated;
- For the most convenient delivery of lessons to students, channels have been created in parallel to the platform in social networks for tutors to work with students.

Thus, the organization of the remote form of advanced training based on the analysis made it possible to introduce a model into the institute's system and form a management system for organizing the remote form of advanced training of the preschool education system, which include:

- Electronic database of listeners with a filter by years, months and regions and history of professional development;

- Electronic training courses in all areas of professional development and short-term courses;
- Electronic database of the teaching staff, tutors, managers of qualification and design works;
- Electronic support for the students' assimilation of training materials in all areas of professional development;
- An electronic database of training materials for all training modules (programs, lectures, audio-video classes, didactic and handouts, questionnaires, topics of qualification and design work, etc.);
- Electronic testing (input and final) of students of advanced training and retraining courses;
- Creation of a portfolio of students who have completed advanced training courses and further support in the trajectories of advanced training;
- Feedback from trainees and refresher courses and retraining.

CONCLUSION

The experience of our institute shows that distance education in the system of preschool education in the republic is on its way to becoming. The creation of a distance learning system for pedagogical personnel in the preschool education system undoubtedly requires solving the problems of scientific and methodological support, technological and organizational tasks, and their gradual implementation.

In the Republic of Uzbekistan, a system of distance education for directors, specialists of preschool organizations has developed and is effectively functioning, which plays a leading role in organizing their continuous professional education and in a complex solves the problems of not only forming professional competencies, but also aimed at developing the personal qualities of teachers.

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