

IMPROVING THE MECHANISMS OF THE SYSTEM OF ADVANCED TRAINING OF UNIVERSITY TEACHERS USING ALTERNATIVE METHODS.

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ANNOTATION.

The article shows investments in education, in human capital, the creation of good conditions for high-quality education, the growth of teachers and professional development, the formation and development of professional knowledge, skills and abilities of employees, taking into account the goals of training, taking into account the theoretical foundations of pedagogy for adults - andragogy, as well as professional development in the workplace, alternative methods of training qualifications of teachers.

Key words: investments, alternative methods, human capital, higher education institutions, management, management system, teacher training systems, trends, tendencies, external environmental factors.

INTRODUCTION.

The modern world is based on the development of knowledge and information, which changes the conditions of existence and work of organizations. This is also happening in educational institutions - new innovative technologies, information systems are being introduced, digital techniques and methods of teaching staff management are being mastered, new automated workplaces are appearing. Therefore, today teachers with high professional competence and knowledge, that is, intellectual capital, become the main resource for organizational changes. As the experience of the most successful universities in the world shows, investments in education, in human capital, the creation of good conditions for quality education, the growth of teachers and professional development give a good return than funds aimed at solving purely material problems. In this regard, modern universities are increasing the costs associated with the training of teachers, scientific internships, the study of foreign experience, publications in indexed journals. This can be considered as a priority and the most profitable investment.

Thus, the problem of staff training is one of the means to achieve the goals of an educational organization. In order for the organization to employ personnel with the necessary competencies, it is necessary to develop and implement a set of measures that would make training replaced with alternative methods that would significantly reduce the corresponding costs. This indicates the relevance of the topic of this publication.

Analysis of scientific sources

In the modern theory and practice of personnel training (HR), we use the terms "training" and "personnel development". Training is one of the components of professional development, and the term "development" is the training of personnel to perform production tasks, retraining of personnel for new jobs, career growth, training of new personnel, this is a strategic reserve of personnel. The components of the system of development of the teaching

staff of an educational organization are professional training of employees, career management, formation and development of the personnel reserve.

In foreign countries, training and development is called "Training and Development" ("T&D"). The term "Training" is the training of adults in order to form practical skills. The term "Development" is professional development with the aim of improving and improving theoretical knowledge and practical skills.

Thus, the English-language term "Training and Development" in Russian terminology can be taken as "personnel development".

Training is the formation and development of professional knowledge, skills and abilities of employees, taking into account the goals of the relevant departments, which, in turn, are determined by the strategy and goals of the organization. Since organizations have different strategies, accordingly, the goals of the process may also be different. For example, teaching specific professional skills (hard skills) - the ability to use computer programs, learning English, mathematics, driving skills, the ability to type text on a computer.

A special place today is occupied by training in communication and management skills (soft skills) - these are universal competencies. For example, balance, punctuality, creativity, ability to work in a team, sociability, strong-willed and intellectual qualities.[1]

School teaching staff management is a system in which all elements interact with each other. The relationship between learning and other functions is shown in the works of Enos M.D., Kehrhahn M.T., Bell A.[2], M.I. Magura and M.B. Kurbatov[3]. The head of the school should understand that the professional development of employees and adult education is based on the theoretical foundations of pedagogy for adults - the science of andragogy (from the Greek *άνήρ* *anér* - an adult, a man; *άγειν* *ágein* - to lead)[4]. And the supervisor also knows that the change in the ability to learn depends not only on age. The intensity of aging of intellectual functions depends on a person's giftedness (internal factor), education (external factor), the degree of mental activity stress. In 2016 The Information Technology and Innovation Foundation (ITIF) studied data on more than 900 people aged 18 to 80 years who have contributed to the development of high technology in the United States. The median age of innovators was 47.5 years. The most successful inventors were 46-50 years old. Only 5.8% of the study participants were under the age of 30. Scientists have found that the ability to create a new one grows until the age of 55 and begins to decline sharply after 65. Nevertheless, the results of E.L. Trondyke's research cannot be discounted.[5] Moreover, modern research by psychologists shows that, on average, people become more conscientious, emotionally stable and benevolent with age, but their ability to perceive new things decreases.

Research Methodology

The methodological basis of the study is the decrees and resolutions of the President of the Republic of Uzbekistan, government documents, the Law of the Republic of Uzbekistan "On Education"[6], the Decree of the President of the Republic of Uzbekistan "On the introduction of a system of continuous professional development of Senior and pedagogical personnel of Higher educational institutions"[7], the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev "On measures to further improve the system of teacher training, retraining and advanced training of public education workers"[8], where the main

tasks of the centers for retraining and advanced training of public education workers are the following:

- introduction of innovative forms and methods of retraining and advanced training in order to fully meet the methodological needs of public education workers;
- development of skills in conducting research and educational and methodological activities in order to improve educational programs for retraining and advanced training of public education workers;
- development of appropriate educational and methodological resources for the organization of retraining and advanced training courses for public education workers based on distance learning methods, further improvement of the organization of online and offline classes;
- organization of retraining and advanced training in the blocks of general professional and special disciplines, as well as the creation of a methodological and reference database of relevant areas;
- continuous improvement of educational retraining and advanced training programs in cooperation with customer organizations;
- ensuring the interconnection of the educational process with practice, organization of retraining and advanced training courses for public education workers by conducting field classes in educational institutions equipped with modern equipment and technologies;
- introduction into the education system of equipment and technologies necessary to expand the possibilities of applying innovative scientific achievements, modern pedagogical and information and communication technologies, providing for the organization of distance and independent learning.

And also in the scientific article, scientific observation, comparison, grouping taking into account the tasks is carried out, the content of the stages of personnel training and the development of their professional skills, methods of teaching teachers using expert assessments, analysis and other methods are considered.

Analysis and results

Analyzing the educational and methodological literature, the following alternative approaches to staff training can be proposed.

One of the methods proposed by the researchers is to change the ways of recruitment. When hiring inexperienced graduates, it is necessary to train them, or you need to look for competent candidates, which is difficult.

The design of individual employees with requirements, that is, the division of labor. This will simplify the work and accept student trainees as teachers, instructing them in detail, showing the development of lessons, methods of conducting classes, using verbal communication techniques, explaining, and then checking the degree of assimilation of the material.

The combination of the techniques "division of labor" and "compilation of technological instructions for performing operations" was first carried out by the Russian engineer and teacher D.K. Sovetkin at the end of the XIX century. The so-called "Russian method of practical training in mechanical craft" invented at that time reduced the training time by 10-20 times. The method of D.K. Sovetkin twice received gold medals at World Exhibitions (in Vienna in 1873 and in Philadelphia in 1876). After recognition at an exhibition in the USA,

the method began to spread throughout the planet[4]. One of the first to implement it was the leading technical university of the USA - the Massachusetts Institute of Technology. Some Russian biographers F. Taylor is credited with his recognition that the first impulse for his interest in the organization of labor was the ideas of D.K. Sovetkin, with whom F. Taylor met in 1876 at the International Exhibition in Philadelphia.[9]

During the crisis, companies are forced to cut costs, including personnel. There are several ways to reduce staff training costs, without catastrophic losses for the business.

Analogies can be given in an educational institution. Training of teachers by internal personnel, experienced teachers and heads of departments, professors without the involvement of external teachers and professional development organizations. Since many teachers can prepare training seminars, master classes and trainings for teachers and supervisors.

Another method is the exchange of teachers' experience between them. This is also professional development and can take place in the form of scientific and methodological seminars, brainstorming sessions, discussions, open lessons. And also mo in the form of Informal communication is also an exchange. Today, Internet platforms, messenger channels, electronic platforms for professional forums are being created for this purpose.

M.S. Knowles [1] defines seven conditions for the practical implementation of a successful adult learning process:

- formation of a climate conducive to successful adult learning;
- creation of an organizational structure for joint planning of the educational process with students;
- identification of adult learning needs;
- formation of directions and goals of training;
- development and development of adequate curricula;
- adequate technologies for the implementation of direct training activities;
- evaluation of the achieved results and identification of new training needs.

In domestic and foreign management, various methods of personnel training are used, which we will divide into two groups: on-the-job training and off-the-job training. These methods have their own application features, advantages and disadvantages, it must be borne in mind when organizing professional development and training of teaching staff.

Table-1 [4] shows the known methods of personnel training.

Let's consider some characteristics of personnel training methods, which are given in Table 1.

Table-1

Method of on-the-job training	Characteristics			
	Two-way communication has	no risks for production	Low financial costs	High coverage of the number of employees
Briefing	-	+	+	+
Rotation	-	-	-	+
Mentoring	+	+	-	-

Apprenticeship				
The method of increasing complexity of tasks	-	-	+	+
Using work instructions	-	+	+	+
Industrial training	+	+	+	+
The "Secondment" method	+	-	-	-
Action learning	+	-	+	-
The "Shadowing" method	+	+	+	-
The "Buddying" method	+	+	+	-

For example, rotation is the systematic movement of an employee from one workplace or position to another, while the employee independently acquires new skills and abilities. This is applied if necessary by employees who possess several abilities. Rotation is not only a teaching method, but also helps the teacher to overcome the stress that arises due to the monotony of previous work, expands collective ties, social contacts. The main disadvantage is the costs due to the loss of productivity when moving an employee from one position to another.

Mentoring - apprenticeship is one of the most popular teaching methods, while teachers with many years of experience advise beginners on the implementation of educational tasks, methods of conducting classes, preparing presentations, conduct webinars, trainings, master classes, help solve organizational issues. Mentoring is a kind of cooperation between the mentor and the student, when the mentor provides continuous feedback and periodically checks the level of performance of the work, helps newcomers with advice, monitors their professional development. This is one of the most effective methods.

The method of increasing complexity of tasks is a teaching method in which the sequence of educational actions is determined, arranged according to their degree of importance and described by a special instruction. In the process of completing tasks, their volume and complexity increase.

The method of applying the algorithm of the work performed, teachers do their work every day, conduct lessons, apply certain methods and techniques, that is, they learn independently in the process of work. This allows the teacher to quickly plan, regulate, control and adjust the performance of work without the help of experienced mentors, reduces losses and unproductive time spent when performing new work.

The method of seminars is the training of young specialists, which uses special training programs, educational equipment, models, computer programs in order to consolidate theoretical material and develop professional skills.

The "Secondment" method (from the English secondment - business trip) is a business trip (internship) to other organizations (branches or subsidiaries). This method is a kind of staff rotation. The method develops interpersonal communication skills, increases staff loyalty to the company, accelerates professional development by acquiring new experience, knowledge and skills. However, this method can only be used in large organizations with a flat organizational structure.

Action learning is a method of teaching school leaders to deputy directors on the job. The training is based on situational, problematic and creative tasks, the heads of the educational organization receive the necessary knowledge, skills and abilities. The main thing in this method is directed group training work. This method improves the skills of strategic planning, responsible attitude to business, decision-making. The use of this method is effective if teachers have the appropriate experience and qualifications.

"Shadowing" is a method in which a trained teacher observes the lessons of experienced teachers, understanding what knowledge and skills he lacks.

An experienced teacher in his lectures includes brainstorming sessions, brief examples, applies presentations, uses video material and conducts a joint discussion. This method is used for teaching all categories of teachers. The advantages of the method are cost-effectiveness and ease of use.

"Budding" - involves assigning another teacher (colleague) to the teacher, providing him with feedback on his actions and decisions. The difference between this method and mentoring (coaching) is the official and professional equality of teachers. Using the "Budding" method allows the teacher to learn about their problem areas that need to be worked on. This is his dignity. The disadvantage is that teachers must be pre-trained and possess certain personal qualities in order to avoid conflict situations and disputes.

According to the proposed methods and methods of alternative ways to improve the qualifications of teachers, a survey of the teaching staff of the university was conducted. More than 400 teachers participated in the survey. Here are some questions included in the survey of teachers of the Pedagogical Institute.

For example, to the question "When did you undergo advanced training?"

Answers:

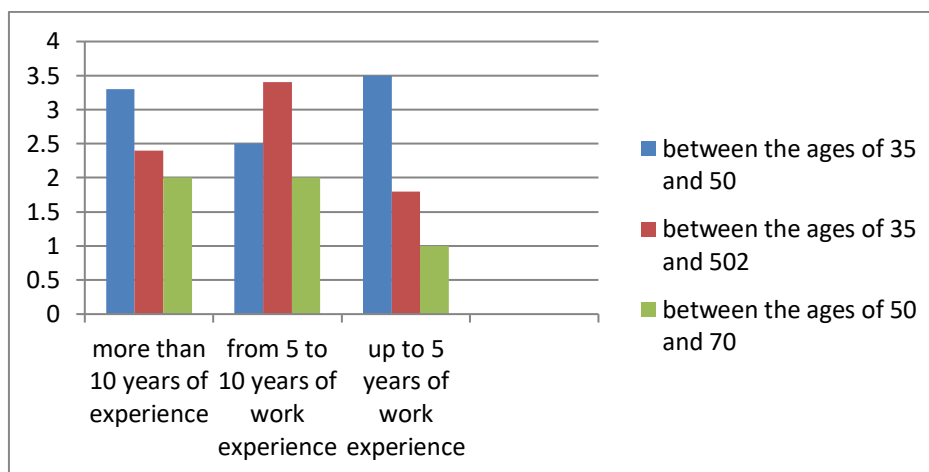
- more than 3 years ago - such 2% of the total number of respondents. Reasons:

- 1) respondents who are not interested in professional development (refuse even if there is an opportunity)
- 2) respondents who did not undergo advanced training as young professionals (due to recent employment).

For everyone else, such a resource matters.

Most of the teachers and managers surveyed have more than 10 years of work experience – 55% of respondents, from 5 to 10 years, 20% work and 25% have less than 5 years of work experience. The majority of employees (53%) are between 35 and 50 years old, the proportion of younger professionals and those who have crossed the 50-year mark is approximately equal.

For more information, see Table No. 2.



When asked what is the personal goal, motive for taking courses, respondents noted obtaining the necessary knowledge, competencies (33%), expanding their horizons and familiarity with advanced educational technologies (26%), and only 1% considered this resource as necessary for career growth and salary increase.

Conclusions and offers

Let's draw conclusions.

1. The proposed method of teaching teachers and improving their qualifications is an alternative solution for the development of the scientific and methodological potential of the staff of an educational organization, for the development of new professional competencies.
2. These teaching methods are practical, related to the functional responsibilities of teachers and give good results.
3. The effectiveness of the proposed methodology was tested using surveys, conducting test tests, and questionnaires.

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