

**PEDAGOGICAL BASES OF TRAINING OF QUALIFIED  
PEDAGOGICAL STAFF**

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**Abstract:** *The educational underpinnings of competent teacher preparation are the main topic of this study. The significance of updating the educational process through improving the professional competency of educators through ongoing professional development and innovative teaching practices.*

**Key words:** *enhancement of the advanced training system, updating of the curriculum, educational programs, project, innovation activity, and competent approach.*

**INTRODUCTION**

The achievements of many industrialized nations in the field of education, which vary in their aims, objectives, content, national characteristics, and quality indicators, are combined in modern education theory. The way the nation's educational curriculum is oriented and how the updated educational process is structured both have significant pedagogical implications. Developed nations including the United States, Great Britain, Germany, France, China, Japan, and South Korea now base their efforts on modernization when it comes to the ongoing professional development of teachers as well as the theory and practice of their didactic assistance. The goal, substance, procedures, mechanism, and outcomes of the ongoing enhancement of teachers' professional competence must all be reexamined as part of the modernization process.

These days, enhancing the system of professional development in light of contemporary demands and the ongoing enhancement of teachers' professional competence receive particular attention. Comprehensive education reforms have improved curricula, strengthened the system of professional development's legal, regulatory, scientific, methodological, and logistical support, strengthened state requirements, and incorporated contemporary pedagogy and information technologies into the learning process. Simultaneously, instructors' professional activities must be further accelerated based on a competent attitude. Within the Technique of Activities for the Advance Advancement of the Republic of Uzbekistan ”to invigorate investigate and development, make successful components for the usage of logical and imaginative accomplishments assist progress the framework of proceeding instruction, increment get to to quality instruction administrations, preparing profoundly qualified staff The component of ceaseless advancement of teachers' proficient competence is imperative in this respect.

## THE MAIN PART

Introduction of advanced forms and methods of retraining and advanced training in our country on the basis of advanced foreign experience in order to fully meet the methodological needs of public educators; The need to develop the skills of research and teaching to improve the training programs for retraining and advanced training of public educators President of the Republic of Uzbekistan No PP-3289 "On the system of training, retraining and advanced training of public educators" Resolution No. PP-3931 "On measures to further improve" and "On measures to implement new principles of governance in the public education system."

The study of foreign experience has shown that in the United States there are advanced training courses in "Computer Science", "Information Technology" and "Information Security". Such courses are offered at Merimaunt University (Computer Security and Information Assurance (Graduate Certificate)), New York Institute of Technology (A + Certification Training // MCAS -Microsoft Office // Network + Certification Training), Eastern Michigan University (Graduate Certificate in Computer Information Systems). is leading.

There are also training courses organized by various institutes in the United States. These include the Rochester Institute of Technology (RIT), Hamilton College (Los Angeles), and the Virginia International University (Fairfax).

It is well known that among developed nations, Germany holds a unique position in the development and implementation of novel pedagogical strategies. Germany has one of the oldest teacher training programs in all of Europe. This system currently takes the form of a sophisticated, time-consuming training procedure.

In South Korea, professional development is approached through an open and democratic system that emphasizes the teacher's personal initiative and gives them the freedom to select their own learning styles and methods for advancing their professional competence. In addition, a comparative analysis of the pedagogical staff professional development systems will enable the establishment of an ongoing foundation for teacher professional development.

Moreover, reassessing the potential of technological approaches; harmonizing the findings of fundamental and practical research;

A new set of normative, legal, pedagogical-psychological, and didactic bases for the educational system must be developed in light of the robust information flow, inconsistent innovation processes, and constantly shifting demands of society. In the process of modernizing the system of professional development, these include: pedagogical-psychological, didactic, diagnostic methods of continuous professional competence development of teachers; description of professional knowledge; implementation of creative projects; application of advanced and information technologies; and identification of factors that are innovative, motivating, and informative:

Training needs, stages of training goals, modern professional requirements, trends in professional development, and the degree of professional training of the mechanism of continuous development of teachers' professional competence are all identified and theoretically supported;

The enhancement of standards that stimulate professional activity, foster motivation and creativity, and foster self-control and management is the mechanism for the ongoing development of teachers' professional competence;

To put the mechanism of continuous professional competence development into practice, a "Teacher Competence Booklet" reflecting the activities and indicators of teachers' professional competence has been created;

The mechanism for the ongoing enhancement of teachers' professional competence has been made more meaningful and structurally sound as part of the modernization of the professional development system, and the effectiveness of the system has been assessed.

The following tasks are part of the current pedagogical diagnosis of the continuous training system, which is crucial:

- the teacher training system determines each link's capabilities;
- defines the scope of each joint and the manner in which two-way communication occurs between them;
- researches the benefits and drawbacks of each joint;
- assists in the development of techniques intended to improve the professional activities of teachers;
- effective standards for teacher performance are established;
- raises the individual accountability of educators in enhancing students' education;
- records the knowledge, abilities, and competencies necessary for the degree of professional qualification;
- defines the connection between instructors' motivation and abilities and their psychophysiological traits;
- assists in deciding on the best course of study, as well as the best format, methods, and instructional strategies for the advanced training system.

Diagnosis of pedagogical activity should be continuous, that is, it should be carried out in conjunction with a system consisting of the educational institution, the association of science methods, local methodological service links and MOIs. This system allows for interaction between the forms, content, and methods of professional development and its outcome, which improves education and helps teachers become more competent professionals.

The following guidelines for tracking and assessing students' knowledge are available: The first parameter is the identification of the knowledge, skills, and abilities of the students as a comprehensive measure of their degree of curriculum mastery. Determining the degree of scientific nature, accuracy, naturalness, validity, depth, robustness, consistency, and generalization of the learned knowledge in accordance with the

curriculum is a crucial criterion for evaluating students' knowledge within the parameters of this parameter. The degree to which students can recall scientific facts from memory is a good indicator of the quality of their knowledge.

The second parameter of the students' acquisition of knowledge, skills, and abilities reveals not only the degree of information mastery unique to the subject matter, but also the extent of student learning, the modes of information reception, and the characteristics of the learning activities. Certain indicators of knowledge acquisition are identified within this parameter. They show the breadth and content of the material learned as well as the extent to which they have mastered different logical techniques.

When evaluating elements of student activities connected to the learning process, teachers should take into consideration the following criteria in addition to the psychological and didactic ones:

- 1) the manner in which students apply their knowledge, skills, and abilities;
- 2) providing them with instructional strategies that enable them to acquire knowledge efficiently and effectively;
- 3) the awareness among educators of the significance of the techniques that pupils employ;
- 4) using students' personal initiatives to identify their learning needs and to control and modify their pedagogical activities accordingly, such as improving learning behaviors and allowing students to independently assess their own learning.

The following should be taken into consideration by educators as they assess students' mastery levels:

-Educators ought to keep an eye on their pupils' proficiency levels. They must consider the unique characteristics and diversity of the knowledge applied during the learning process in order to achieve this;

-It is necessary to establish criteria for evaluating students' knowledge in order to ascertain how they interact with course materials. Each criterion should be expressed by the instructor using particular indicators, keeping in mind how each one is generally applied during the learning process;

-The evaluation of the control's outcomes should be in line with its final forms and take into account the minor forms of control that are used in every lesson. There should be no restriction or expansion on final forms of control;

-Teachers are not the only ones responsible for monitoring student mastery; equal distribution of the subjects in the learning process, i.e., teachers and students, is also necessary.

Throughout our observations, we also looked for ways to help teachers anticipate aspects unique to their lessons. We were able to determine the following by doing this.

1. The author's program was created by the teacher based on the curriculum, taking into consideration the demands of the parents, the size of the class, and the unique characteristics of the educational facility.

2. DTS requirements in the subject; requirements for students' knowledge, skills, and abilities; options for control work to establish starting point; and options for testing and control work on specific important topics.

3. Didactic projects covering all covered subjects.

When planning a lesson, teachers must adhere to a number of requirements before setting goals.

1. A thorough examination of the subject matter under study, with a deliberate distribution of educational resources in line with the lesson plan, and a focus on integrating students' prior knowledge with newly acquired ones.

2. Clearly describe the learning resources that are given for students to become familiar with during a given lesson. The instructor should also indicate what the students must learn and how the teaching resources will shape the students' knowledge, skills, and abilities.

3. Teachers should choose and create instructional materials that help students advance their cognitive skills.

The main categories of diagnosis for teachers' creative pedagogical activities are as follows. These are:

- Partial diagnosis of teachers' professional innovative activities;- Integrated diagnosis of teachers' professional innovative activities;

- Intermediate identification of teachers' professional innovative activities;

- A preliminary diagnosis of teachers' innovative professional activities. Access tests are used to make this diagnosis.

-Final diagnosis of teachers' creative and professional activities.

The ultimate diagnosis of teachers' professional innovation serves the following purposes: it organizes the process of mastering pedagogical innovations and establishes the content of this process; it evaluates the quality and efficacy of the pedagogical process targeted at teachers' continuous professional development; it makes regular modifications to their development program. comprises There are several ways to conduct an intermediate diagnosis of teachers' innovative professional activities:

- Instant access to ascertain a subject's degree of mastery.

- to get teachers used to working on exam assignments.

- keeping a listener tracking book.

- Holding student competitions on a range of subjects.

-Using visual aids to help organize independent work.

The professional diagnosis of teachers' innovative professional activities adheres to certain principles:

- Reaching accuracy and speed.

- Ensuring the accuracy of the techniques used.

- Building up the professional knowledge, skills, and abilities that have been acquired.

- Ensuring that teachers' creative and professional endeavors are assessed according to stringent standards.

- adherence to the rulings and conclusions in light of the relevant standards.

### CONCLUSION

The following categories apply to the techniques employed in accordance with the assignments assigned for the investigation of teachers' levels of innovative pedagogical activity:

1. Techniques for identifying the psychological aspects of work-related activities.

2. Techniques for diagnosing professional pedagogical activity (to identify the quantitative markers).

3. Methods of research. These techniques are employed to assess teachers' mental health.

4. Teachers' professional pedagogical activities are developed through the use of formative methods.

Determining and objectively evaluating teachers' levels of mastery of pedagogical innovations also requires level diagnosis, or scaling.

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