



Research Article

THE IMPORTANCE OF CONTINUING EDUCATION IN TRAINING HIGHLY QUALIFIED TECHNOLOGICAL EDUCATION TEACHERS

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ABSTRACT

This article serves to increase the effectiveness of continuous education in the training of highly qualified teachers of technological education in pedagogical institutions of higher education.

KEYWORDS

Person, education, work, technology, professional, continuous, program, expert, student, information, foundation.

INTRODUCTION

In the 21st century, the concept of continuous education has acquired the most significant meaning since its emergence. This is the answer to the question that threw the world, in an age where the process of change is happening very quickly. Only when a person is exposed to new information about his profession during his life, does the need to renew professional training and

educational process arise. This need is increasingly becoming one of the most pressing issues.

Continuous education for the state and society is rising to the leading positions in social and political spheres, it creates favorable opportunities for the formation of professional and general qualities of a person, forms

professional and cultural production mechanisms and raises them to newly developed, modern levels.

For every person, the continuous education system should be a means of satisfying his needs and a process of formation, a source of spiritual nourishment, a factor that develops abilities at various stages of education, and a way of self-education and self-education. Ya.A. Komensky emphasized that personality formation, its social, psychological and physical development, mature and stable period, including the aging of the body, continues in due time [3].

The changes taking place in the new Uzbekistan did not leave the education sector aside. In this sense, in this regard, in our country, serious attention was paid to the formation of the education sector.

Education is a unique field of natural and socio-cultural practice, it is of great importance in the formation of public and personal self-awareness qualities and socio-economic relations. It is in the process of education that the exchange of socio-cultural experience takes place, that is, in this process, the young generation inherits not only knowledge and skills, but also how to think, understand the world, the spiritual wealth of our nation, our national values, historical heritage, customs, traditions and religious beliefs. The field of education is not only related to the scientific process, but it is also related to the social, economic, and even political process as it is comprehensive. Society develops on the basis of education, of course, education also has its own place in the field of professional activity.

According to the socio-economic development program of the Republic of Uzbekistan, the current structure of the education system does

not meet the needs of a full-fledged individual, the demands of society and the standards of the labor market. For this reason, it was determined that the following tasks should be implemented first: modernization of the education system and legal provision; formation of the composition and structure of the professional training of specialists in a state that can satisfy the needs of the individual, society and the labor market in accordance with the modern requirements of the present day; providing a quality educational process; creating an independent system that monitors the quality of education.

The development of professional education is taking place under the influence of the results of fundamental reforms in our country, that is, due to the formation of civil society, the expansion of economic market sectors, the regionalization process, changes in the field of employment, and the increased demand for labor force.

Thus, due to the trend of the relevant innovative development of the field of professional education, it is possible to introduce the idea of continuous education, thereby ensuring the consistency, i.e. sequence, of the individual's educational activity between the stages. The idea of continuity in education creates an opportunity to gradually rise from the beginning to the top of the educational system, which, in turn, means development in the process of professional and personal activity of the participants, and a unique solution to a given task is found at one stage.

In general, continuous technological education requires the introduction of preschool education, general secondary education, secondary special and professional education and higher education institutions into the system, finding new professional activities and ways to integrate them into the educational process and the

technological model that develops the individual, this process itself will continue in the future. It is possible to approach the development of personality and to assume that it creates conditions for the subject's development during the educational process, among which one can give an example of unique mental refreshment and social protection facilities, among which the introduction of modern psychological and pedagogical technologies is one of the factors that develop the personality. Such a system allows you to create an educational path and adapt it to the opportunities, desires and abilities of students.

Continuing education is growth in the educational process (generally and professionally), which leads to the formation of a person's strength throughout his life, of course, based on the needs of the individual and society, organization work is carried out by state and public institutions. The purpose of continuous education is to develop a person as a whole person throughout his life, to create social skills in a rapidly changing world and to increase his labor activities, to develop his learning abilities, to ensure the formation of his aspirations and capabilities.

Continuing education is one of the directions of providing favorable conditions by the state policy for the development of a person in his professional activity and in society. The idea of harmonious organization of the principle of continuous training in educational institutions is not new [4].

Most scientists and specialists see the idea of continuous education as a means of action, which enriches all types and stages of education to a certain extent and can quickly adapt to changes in practical requirements and strengthen modern capabilities.

The integration of the educational program in this way, that is, the cooperative activity of secondary special, professional and higher education, creates several conveniences.

First, before entering secondary special, professional education and vocational schools, students have general knowledge, and they can assess the convenience aspects of the multi-level specialist training system. In this way, they determine the main reason for choosing a higher education institution to continue their future work after entering secondary special, professional education and vocational schools, that is, the main essence of the student's professional activity in secondary special, professional education and vocational schools, his future determines the specialty.

Secondly, the multi-level training of specialists creates conditions for assimilation of knowledge to the extent possible.

Thirdly, such opportunities are created for graduates that at each completed stage, the result is given the level of knowledge achieved, even if he is not ready to acquire higher knowledge skills in the future. The model of continuing education is structured in an open state, that is, the graduate has the opportunity to work in one job in the future, and then return to the next stage of education.

Fourthly, there will be an opportunity to get a specialist for a short period of time in the regions, certainly with aspects that require qualification.

Fifth, new connections will emerge in the field of technological education for the labor market, of course based on the needs of the labor market.

Therefore, based on the above ideas, it became clear that continuous education is one of the successful innovative ideas in the education system, it creates an opportunity for students to choose a future higher education institution, if it is at the university level, it creates an opportunity to raise the level of his professional activity in the training of a highly qualified specialist, and a person who meets the requirements of the times.

Continuous education has developed as a product of practice and a pedagogical concept. For the first time, this conceptual idea was presented in 1965 by I. Ya. Lerner [5], a specialist in the theory of continuous education, at a conference at the UNESCO meeting. Based on this presentation, several developments have been developed. In 1972, the following works were carried out by UNESCO. The report of the working group headed by E. For was heard on the topic "To learn, to exist". By the mid-1970s, the idea of continuous education was approved by all countries and became the basis of reforms in the field of education.

The main idea of continuous education is to develop as a person in communication, subject activity and during human life. This idea has been realized by society and has become a system-forming factor of continuous education.

Education is considered to be continuous, it covers all aspects, it has a unique time saving, pace and direction, it creates an opportunity for each person to implement his own program and to complete it throughout his life.

Although there is a lot of research on this research, the problem has not been fully solved, and we want to work with a systematic approach to find a solution to this problem.

In order to confirm that continuous education has a long history, one can also see the views of foreign authors about it. The idea of lifelong learning is associated with the work of French philosopher Jeanne Condorcet. The project program of public education proposed by him was implemented based on the idea of continuous education in general. On the other hand, attention is paid to the main principle of continuous education - universal (comprehensive), in the sense of providing the source of knowledge to all citizens.

"... Enlightenment," he wrote, "must cover all citizens." It should cover the entire knowledge system of people at different stages, at the same time, it should not be difficult for people of different ages to acquire and retain existing knowledge, and it should be easy for a person to learn a new source of knowledge." A prominent Polish scholar, Czeslaw Kulisiewicz, also gives a unique definition of continuing education, taken from A.L. Smith. In a letter to Lloyd George in 1919, A. Smith agrees, writing that "enlightenment is not to be regarded as an institution, as belonging only to those who have been selected and come of age for a short period of time; it should be interpreted as a necessity throughout life." Ch. Kulisevich himself explains this idea as follows, confirmation and necessity of continuous education is not the result of the hypothesis of pedagogues, but rather the result of the inevitable scientific and technical revolution. "Furthermore," the Polish scientist also thinks, "lifelong education is now becoming a guarantee of human existence: it is connected with society's hope that having a high level of knowledge will prevent corruption, of course, in the middle of the world we live in." emerges and creates opportunities to manage it.

However, there are those among scientists who think that "Continuous education" is another utopia, similar to the utopia of "educating society".

So, in short, the essence of continuous education is the development of a person as a person throughout life. G. A. Yagodin also emphasizes that the system-forming factor of continuous education is the fact that a person, in the process of conquering new peaks of constant and unyielding knowledge, mentally understands the world and strives to change it for the better. O.V. Kuptsov defines the essence of continuous education differently. According to him, the main essence (quintessence) of continuous education is the process of acquiring additional knowledge.

Continuous education should be distinguished from continuous training. In continuing education, it is the process of learning to relearn skills to change the professional activity of an older person during his life. Continuous education - education and training, that is, continuity of activities of children in various educational institutions.

Continuous education means that a child who joins the society at the age of two or three will be active in it until the student period. As for the gymnasiums in European countries, pre-school and school activities are combined, even with the higher education institutions in the capital, contracts are concluded between them, that is, the graduation exams are equated with the entrance exams to the higher education institutions.

Therefore, at a time of rapid development, the establishment of a continuous education system due to the daily formation of knowledge is not only the quality of the system that ensures the

development of our country, including the achievement of our nation and the competitiveness of our country in the world market. Formation and development of this process determines the development of our country.

Basic principles and tasks of continuing education. The following points of view (principles) underlie the operation of continuous education, i.e., its specific characteristics: humanism, democracy, agility, foresight, openness and continuity.

The humanist point of view expresses the orientation of education to a person, that is, freedom in choosing the form of the person, expressed in time, types of studies, skill development, self-education. This point of view is implemented by creating favorable conditions for the development of individual creativity in each person. Man is seen here as the goal of society's development.

Democratism points out that due to the variety of forms of education, it is possible to study it at any age, based on interest, opportunity and need. It ensures free transfer from one educational institution to another, faster completion of education and improvement of qualifications; the characteristics of the nation and the state of health are also taken into account, attention is also paid to education and development. This point of view strives to democratize the entire educational process as much as possible, that is, it creates all the conditions of comfort and freedom for the learning process during the activity of the individual.

The point of view of agility is expressed by the ability of various methods and tools of the organization of continuous education system to

adapt to any conditions based on the needs of society and people in the production process. It covers the use of various useful methodological systems and technologies.

Foresight, relying on scientific predictions, requires rapid and qualitative development, requires the reconstruction of educational institutions and continuous education system based on the needs of mass practice, and quickly renewing their activities. This point of view represents the wide and active use of new types of methods and teaching tools in the training of specialists and the introduction of new innovative ideas into the process of this point of view.

The perspective of the openness of the continuous education system requires the expansion of the activities of educational institutions, that is, they are attracted to study by conducting non-traditional classes in the auditoriums, and ensure their professional development and increase the number of free listeners. At the same time, there is a need to work with different age strata and population groups, which differ in terms of knowledge levels and professional training, attitude to education, and life aspirations. specifies conducting seminars, additional classes not only within the framework of educational institutions, but also outside it, including the development of education through television and videos [4].

The openness of educational institutions and the educational system ensures the diversity of the structure and stages of educational programs.

The perspective of continuity of education is systematizing. Educational institutions, educational staff and training, science and production, the importance and place of education in human and society should be

reconsidered. It is necessary to overcome superficial "encyclopedic" content clarification and information overload, as well as important information. In the structure of education, it is necessary to clarify the solution of issues that develop society's production, science and culture. Education should only look to the future.

Researchers emphasize that the content and essence of continuous labor education develops abilities based on the needs of individuals, including taking into account the time, direction, implementation, comprehensive, humanizing, democratizing and multi-purpose educational structure.

Since it is not possible to increase the amount of basic information needed to find solutions to problematic issues, this process, in turn, requires the development of a modern educational system that can quickly adapt to a new environment.

The main document that determines the nature of professional training of a specialist is the curriculum. It describes the goals and tasks of educating the future specialist, the principle of selection of basic scientific information, systematization of interdisciplinarity and logical expression of sources; the organic connection of secondary and higher labor education is embodied in the development of personality, the integration of the process of study and labor production, the development of students' cognitive activity and creative thinking, independent movement in learning, consistency with other educational institutions is expressed. The main thing in flexible individualized educational plans is to create conditions that encourage a person to self-activate, that is, it is necessary to take into account the student's cognitive abilities, interests and inclinations [1].

The existing individual study plan in the higher education institution provides for the determination of the methods of preparation, the list of study areas and the number of hours, the preparation stage of the previous requirements is subjectively assessed and the study plan is drawn up. Usually, this assessment is done by an expert in the department. Dividing the hours, study periods and volume of subjects is subjective and sometimes the head of the department uses his authority to perform this task, or it is done by the professor of the department, teaching specialists.

In this sense, the following method is proposed, which can be used as a guide for determining the structure and size of an individual curriculum, produced on the basis of objective assessment of students at the stage of training. When solving the problem of the student's teaching process, the model of the information acquisition process is to take the information directly from the source and thereby form the student to read it independently, and lead to faster assimilation of the information given to the student. Because if the information is delivered directly from the source to the student, he will be interested in it, and he will automatically ask a question about this topic, and in the process of finding an answer to this question, the communicative method will be used. At the same time, a non-traditional lesson is formed, and the lesson plan is prepared accordingly.

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integration of the process of study and labor production, the development of cognitive activity and creative thinking of students, independent movement in learning, and consistency with other educational institutions. The most important thing in flexible individualized curriculums is to create an environment that encourages individual self-activity, which means that the student's cognitive abilities, interests and inclinations should also be taken into account.

The extent to which the student can absorb the newly acquired information, his knowledge and ability should also be taken into account. It is also recommended to use data theory tools in such evaluation situations. In particular, it is necessary to evaluate the ability of the student to transfer information "way of communication", that is, how long the information can be assimilated on average. Thus, a model of an approximate curriculum that forms an individual personality is proposed, thereby finding solutions to four interrelated tasks:

- Determining the units of data, that is, determining the student's knowledge of the subject at the initial level of education;
- Assessing the student's ability to learn new information using data theory and system analysis methods;
- Determining the structure of a priori (not seen in experience) data of the field or science;
- Estimating the amount of "missing" knowledge in the field or given subject, that is, the amount of missing information at the stage of this subject.

Such an individual interrelated curriculum is created on the basis of the results tested in a specific subject, independent of preconceptions, this individual curriculum is very useful in the training of a highly qualified specialist in the continuous education system and meets modern requirements.

Implementation conditions and principles of continuous education. Today, the education system in our country is under the serious deterministic effects of structural changes in the labor market. Changes in the economic, political and educational system indicated by the state are being implemented in places. Integrative changes in education indicate that when graduates graduate from an educational institution, it is necessary to train not only a specialist, but also a person with modern basic knowledge, a creative person in continuous education, a person who has a strong spirituality, an active person, who can develop himself and bring himself to perfection. is doing [4].

In general, in the conditions of post-industrial civilization, highly qualified specialists are of great importance, thanks to them, systematic thinking, sequencing, social, technological, spiritual growth and other processes develop, in short, conditions for global technical development are created. The training of such highly qualified specialists determines the civic duty of pedagogues to their homeland and illuminates the essence of the concept of professional training.

Such developmental factors should be systematic, adaptability, continuity, consistency, self-development, ability to allocate time correctly, etc. In this sense, the main task is assigned to the continuous education system, because in this process the creative qualities of young, capable

students are manifested, they are encouraged to show these qualities to the maximum, they are taught to love reading, and in this process, spiritual nourishment and the desire to study are developed.

The growth of our country in the world community is also reflected in the field of education, so it means that all people in the society should pay great attention to the process of education in order to develop their skills and social lifestyle.

Only then, the education system can quickly adapt to the changing social process, and can easily compete with other countries in terms of production, development and teaching methods in every field [2].

New socio-economic, political, legal and moral relations are the factors that determine the development trend of modern society and the processes that bring renewal to the educational system and reform effective continuous labor education. Changes in the socio-economic spheres require new levels of preparation from a person, that is, they require an effective solution to the changes that have occurred over time, based on the individual's ability. The principles of universalization, optimization and clarification of the educational process, clear indication of the goal, step-by-step and collective approach to the formation of human creative abilities are the basis for the effective development of the educational system and continuous education system.

Multi-level continuous labor education represents a continuous, intensive education system. This system provides an opportunity to acquire knowledge at different levels in a sequence and improve skills in the socio-

economic process based on the interest of the individual and the needs of the society.

The main content of continuing education is constant creative innovation, development and improvement of every person throughout his life, and one of the main goals of continuing education is expansion and diversification of educational services and activities.

To do this, you need to do the following:

- to have the characteristics of flexibility and variability of the educational process, that is, to be able to quickly adapt to it based on regional conditions;
- creating favorable conditions for the effective formation of continuous training of specialists and ensuring the quality of the educational environment;
- modeling of training of specialists taking into account personnel orientation;
- development of the process of interest of all participants of the educational process;
- creation of interconnected and consistent educational plans and programs, educational and methodological manuals;
- ensuring the consistency of multi-level stages in the training of specialists in continuous education;
- loss of return of educational material;
- creating a monitoring system that implements training plans (quality management system);

- introduction of new technology and results of scientific research into scientific and educational-methodical works;
- updating the system of administration and training of pedagogical personnel.

Nowadays, modern pedagogical technologies aim to optimize the educational process in continuous conditions, including the formation of the level of management quality. At the same time, it is necessary to point out the following parts of the series, which in our view ensure this.

Conceptual basis - a systematic approach to study, in the conditions of continuous labor education, makes it possible to achieve the intended goal with a good result;

The structural basis is a spiral invariant system that implements skills, competences, general cultural and physical development in sync with the process of learning;

The procedural framework is implemented through:

- Organizing the educational process without opposing its natural structure;
- Study activity of students, predicts their cognitive activity;
- Working methods and methods of teachers aimed at managing this activity;
- The diagnosis of the learning process requires the control of the learning process at the expense of feedback.

All the essence of certain conditions of continuous labor education, taking into account the problems

and contradictions, will be realized only when their practical orientation points are fulfilled.

The humanistic perspective expresses the human-centeredness of education, that is, personal choice, freedom, time, types of studies, professional development, self-education, etc. This point of view is implemented by creating favorable conditions for the development of individual creativity in each person. Man is seen here as the goal of society's development.

Democratism points out that due to the variety of forms of education, it is possible to study it at any age, based on interest, opportunity and need. It ensures free transfer from one educational institution to another, faster completion of education and improvement of qualifications; the characteristics of the nation and the state of health are taken into account, and attention is also paid to education and development. This point of view strives to democratize the entire educational process as much as possible, that is, it creates all the conditions of comfort and freedom for the learning process during the activity of the individual.

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Foresight, relying on scientific predictions, requires rapid and qualitative development, requires the reconstruction of educational institutions and the system of continuous education based on the needs of mass practice, and quickly renewing their activities. This point of view represents the wide and active use of new

types of methods and teaching tools in the training of specialists, and the introduction of new innovative ideas into the process.

Thus, the proposed system of perspectives in continuous education is not complete, over time it is supplemented according to the need, that is, depending on the changes and developments in education, and its application comes from the conditions in a certain educational institution, and is precisely adapted to it, as part of the system of continuous labor education, to train students with high skills in the future field.

To implement the above, education should become a multi-level system and be absorbed into it. It should be such a system in which the consistency of general education and intermediate stages should be carried out naturally, in a vertical stage (up to vocational training, primary, secondary special and professional education, higher and post-higher education), including its various forms, steps and training institutions, horizontal view. One of the most important ideas is the creation of the primary, secondary special, professional education and higher education educational programs, ensuring that they are connected together.

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