

# Education Quality Guarantee based on the Requirements for Continuing Education

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**Abstract---** *This article provides information on the needs-based in-service training system for public educators. In particular, the creation of an effective system of training, mechanisms for training. The article provides an example of a needs-based in-service training system for primary school teachers. The main components and directions of the system of organization of training based on needs are revealed. The tasks of the head of the secondary school, methodologist, district (city) department of public education, regional departments of public education are listed in the organization of such an effective system of professional development. The conclusions and recommendations made as a result of the implementation of the mechanism proposed in the article show a solution to the problem.*

**Keywords---** *Need, Qualification, Primary Education, Model, Education, Direction, Methodist, Effective System, Teacher, Leader, Mechanism, Decision, Reform, Diagnostics, Continuity.*

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## I. INTRODUCTION

The quality and effectiveness of professional development of teachers play a special role in ensuring the development of the education system in the world. The quality and effectiveness of professional development of teachers play a special role in ensuring the development of the education system in the world. Today, in order to ensure the development of the Republic of Uzbekistan and build a great future, to develop all economic, social and other spheres, to improve the welfare of our people at the level of modern requirements, to bring up well-educated, highly moral and faithful professionals adulthood is the most pressing issue.

Mature people are, of course, brought up by skilled teachers who are masters of their profession and have mature professional potential. This requires the improvement and continuous development of efficiency in the education system, including in-service training, as well as in-depth research in this area.

In order to improve the system of education of the world, including the training of public educators based on the needs, the relevant work is being done to improve the quality and efficiency of many training institutions. At the same time, the main focus is on ensuring that each specialist has a specific targeted training.

It was found that the use of professional pedagogical diagnostic methods gives good results in ensuring that the training process is clearly targeted and highly effective. The issue of improving the needs-based system of in-service training of primary school teachers raises the need to improve the system of in-service training through professional

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pedagogical diagnostics, the organization of effective training in accordance with the requirements of the person-centered education strategy.

## II. THE MAIN PART

Further improvement of the system of advanced training of public educators in the country, training of highly qualified personnel in accordance with the modern needs of the labor market, creation of effective mechanisms for the implementation of scientific achievements and other tasks have been identified as priorities in the education system. Particular attention is paid to the creation of a new system of professional development and retraining in accordance with the formation of the market of educational services, taking into account the needs of primary, secondary education teachers for the development of professional knowledge and skills of the individual, state and society. In this regard, the concept of development of the public education system of the Republic of Uzbekistan until 2030 sets the tasks of "revision of the assessment system, updating the content and methods of training in advanced training and retraining." At the same time, it is necessary to pay special attention to ensuring that the system of professional development meets the needs of teachers.

Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Strategy for further development of the Republic of Uzbekistan", April 29, 2019 "Concept of development of public education system of the Republic of Uzbekistan until 2030" PF-5712, September 5, 2018 No. 3931 of September 26, 2017 "On measures to introduce new principles of management in the public education system", "Training of teachers, retraining and retraining of public educators" This article to some extent serves to address the tasks set out in the Resolution No. 3289 "On measures to further improve the system of education" and other relevant regulations in this area to improve the educational process.

Although pedagogical scientists have done research to improve the system of professional development, the problem of needs-based professional development of public educators has not been specifically studied.

The issues of improving the system of professional development, professional retraining of teachers, development of their pedagogical skills and methodological skills, stratification of the educational process in the system of teacher training were discussed by domestic scientists J.G. Yuldashev, H.K. Yuldashev, M.A. Yuldashev, K.Zaripov, A.Kh.Aminov, Sh.Saidkulov, A.T.Gulboev, N.Muslimov, A.Akmalov, M.Yakhyayev, A.Meliboev, M.Jumaniyozova and others.

Among the pedagogical scientists of the Commonwealth of Independent States (Commonwealth of Independent States) are T.P. Afanaseva, Yu.K. Babansky, N.M. Vashchenko, Yu.K. Kulyutkin, V.N. Onushkin, O.D. Polonskaya, A.N.Sitnik, V.B.Gargay, G.P.Chepurenko, N.Yu.Postalyuk, T.S.Polyanova, A.N.Yukhimenko and others in their researches in this field, peculiarities of professional development and its management, pedagogical-psychological bases scientifically stated.

Foreign scholars Feiman-Nemser S., Norman P.J., Gordon G., Joseph Akpovi, Westerheijden D.F. studied the pedagogical conditions and teaching methods of quality control of education.

On the basis of current regulations, general secondary schools are responsible for the following tasks to improve the skills of teachers: work as a customer; implementation of internal control and analysis of the quality of the educational process; monitoring and evaluation of the professional activity of each teacher on the rating system. In-service training centers develop differentiated curricula and programs in consultation with the ministry on the basis of individual assignments or targeted programs, and introduce modern pedagogical and information technologies aimed at stimulating critical and creative thinking of teachers using interactive teaching methods, the global Internet. they reach. In this process, the effectiveness of the system of teacher training, retraining and professional development is determined by the need to organize this system based on needs, or in other words, professional development programs should be designed based on real needs<sup>1</sup>.

Skills development needs can be divided into the following three areas:

- Social needs set by the state in the field of education;
- The need of the educational institution to improve the skills of its staff;
- Needs of the person (pedagogical staff) to improve their skills.

The main components of the system of organization of training based on needs are:

- Methods of professional pedagogical diagnostics;
- Methods for determining and analyzing the results of professional pedagogical diagnostics;
- Methods of developing realistic recommendations based on analysis;
- Methods of determining the content and forms of professional development in accordance with the recommendations;
- Methods of monitoring and ensuring the satisfaction of needs in the process of professional development.

The practical use of this mechanism often requires the organization of training courses in a stratified manner.

In doing so, the client identifies gaps in the professional activities of trainees sent to the refresher course and sets the goals they expect from studying in these courses. At the advanced training institution, an entrance test is held at the beginning of the course in order to confirm and further clarify them. It determines the level of professional knowledge, skills and abilities of each teacher. Based on the identified results, the forms and methods of further enhancement of existing achievements, elimination of shortcomings will be determined. This information will be the basis for the development of the main directions of training courses, their content and forms and methods of implementation. In this order, a clearly targeted and effective professional development process is organized, which meets the real needs of each student and the educational institution that sent him to study.

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<sup>1</sup> Fozilov J.K., Yuldashev M.A., Yakhyayev M.S., Tojjeva F.M. Scientific and practical basis for the introduction of indirect professional development of teachers (on the example of teachers of general secondary schools). - Tashkent: Turon zamin ziyo, 2014. Item 7.

The current curriculum of the advanced training course consists of the following training modules: "Legal and regulatory framework for the organization of educational processes" (12 hours, 8.3%), "Advanced educational technologies and pedagogical skills" (36 hours, 25 %), "Application of information and communication technologies in the educational process" (18 hours, 12.5%), "Specialty disciplines" (72 hours, 50%), and qualification certification (6 hours, 4.2%). The curriculum of the 144-hour refresher courses provides for the knowledge, skills, competencies and competencies of the trainees in the modules.

By offering a variety of needs-based learning programs, it is possible to implement person-centered learning. It is clear that in addressing the need to improve the system of training based on needs, the content and directions in accordance with these goals should be a priority.

The issue of improving the needs-based in-service training system for public educators has been addressed in the case of primary education teachers. The state requirements for primary school teachers, knowledge of state educational standards of primary education, normative-legal and educational-methodical documents, as well as professionalism in teaching skills, humanism in the educational process, the ability to objectively assess students' knowledge are determined.

The primary school teacher and the head of the school's methodological association conduct diagnostics to determine the results of their continuous research and the needs of the newborn. Determining the level of pedagogical skills of primary school teachers is used to determine the category of qualifications and to address issues such as conducting a series of events.

The content of professional pedagogical diagnostics is determined in order to ensure that primary school teachers are at the level of modern requirements and in the implementation of methodological work in this area.

As a result of the research, a general model of improving the needs-based training system was developed (see Figure 1).

The model shows the functions of the school, district (city) and regional public education departments, regional training centers.

Appropriate tasks have been set for the school principal to organize the identification of in-service training needs of teachers who are required to attend in-service training. The level of professional training and professional development needs of primary school teachers are studied by the school principal and the head of the methodical association.

The head of the school and the head of the methodical association identify gaps in the professional training of teachers and inform the district department of public education. The science stylist of the district department of public education summarizes the needs of teachers in the schools of the district, divides them into groups and forms orders for professional development. The regional department of public education summarizes the needs of teachers in the districts and places an order to the regional center of professional development.

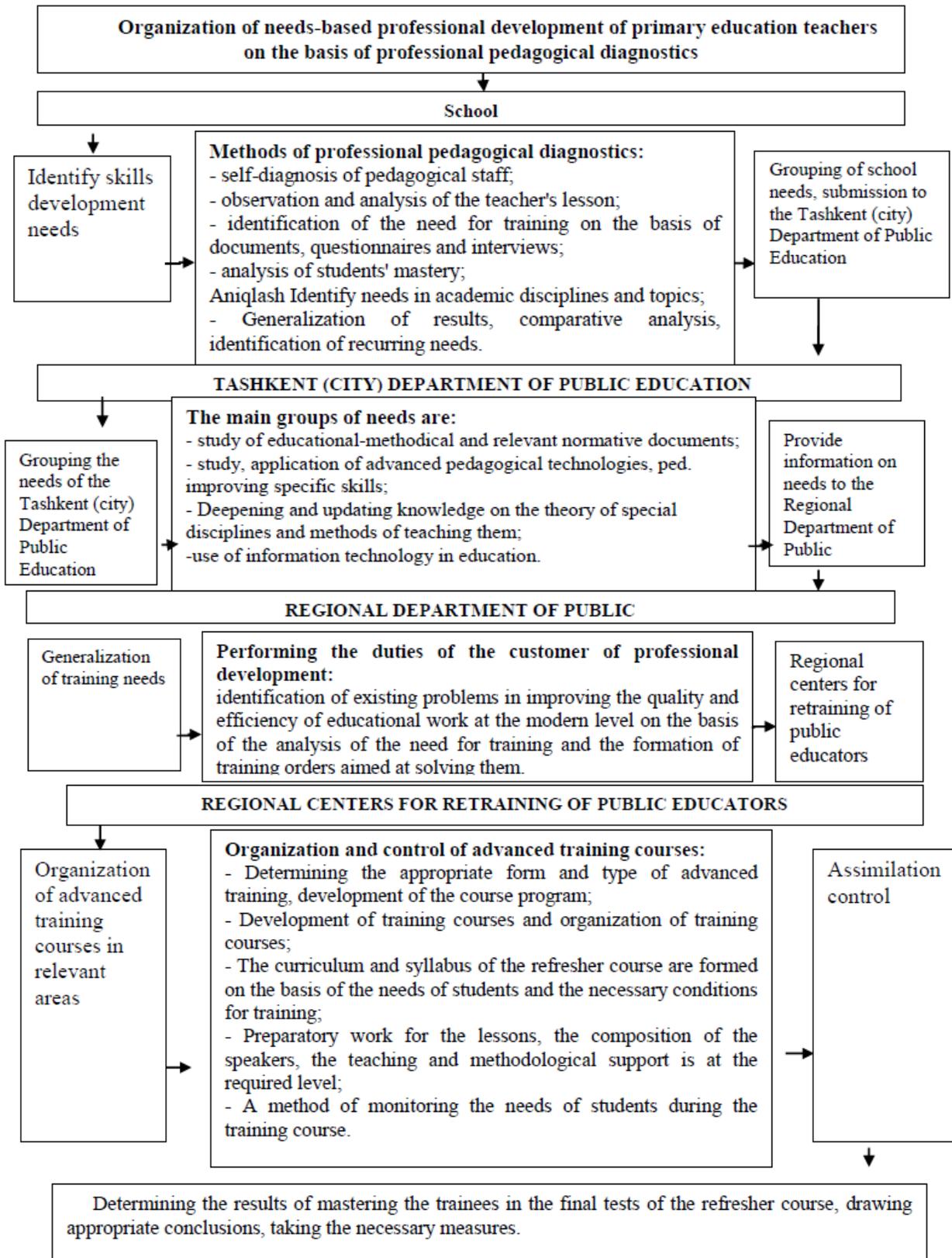


Figure 1: A General Model for Improving the Needs-based in-service Training System for Public Educators

Classes are organized in groups according to the needs, and in the qualification certification at the end of the training they defend the selected topics in their field by organizing small classes. In this process, pedagogical skills, methodological knowledge, skills and competencies are assessed.

Implementation of all the processes envisaged in the above model with the use of appropriate methods will serve to improve and update the methodological aspects of the training system, as well as the opportunity to organize targeted training. This information serves as a basis for the development of curricula and programs for in-service training of primary school teachers, as well as relevant teaching materials.

The following conclusions have been reached on improving the needs-based system of in-service training of public educators:

### III. CONCLUSIONS AND SUGGESTIONS

1. It became clear that the issue of modernizing the system of in-service training of primary school teachers based on needs is a current pedagogical problem and to solve it it is necessary to organize in-service training of teachers, taking into account the real level of professionalism. As a result, the quality and efficiency of the training process will be at the level of modern requirements, and there will be an opportunity to ensure strict compliance with state requirements for retraining and advanced training of teachers.
2. It is necessary to take into account the pre-determined needs of teachers for professional development in order to form a reasonable order for training and to ensure that the quality and effectiveness of training courses are at the level of modern requirements.
3. In improving the system of in-service training of primary school teachers in accordance with modern requirements through the organization of courses based on the definition of professional development needs of primary school teachers, the association of primary school teachers using professional pedagogical diagnostic methods, use of information and communication technologies, improvement of pedagogical skills, etc. It is important to identify the need for training on current issues and make appropriate recommendations.
4. Identify the need for professional development of teachers in the organization of professional diagnostics in schools in accordance with their professional growth and plans for the development of the educational institution in which they work, taking into account the information on professional self-diagnosis of teachers and the content of training courses; It will be possible to improve their methods at a modern level.
5. Among the pedagogical innovations that need to be put into practice to improve the needs-based in-service training system for primary school teachers is to ensure regular work in the field of professional diagnostics, organization of bespoke and needs-based and targeted training using pedagogical diagnostic methods, "Teacher-student" Organization of teaching methods, organization of continuous professional development at school, monitoring of the professional development process, It is possible to implement the results of research to further improve the existing system of professional development, as well as to introduce other innovative approaches.

6. Improving the needs-based system of in-service training in the public education system using professional pedagogical diagnostic methods and taking into account the existing conditions will allow to develop the training process at a modern level.
7. In order to improve the needs-based system of professional development using professional pedagogical diagnostic methods, it is necessary to ensure that the structure, form, method and content of this system are in line with modern requirements.

Based on the results of pilot projects aimed at improving the needs-based in-service training of primary school teachers, it is advisable to recommend the following:

1. It is necessary to develop knowledge, skills and abilities of teachers to apply the methods of professional pedagogical diagnostics and self-professional pedagogical diagnostics in practice and to improve their professional training.
2. Improving the system of needs-based training in public education, taking into account the current conditions and using professional pedagogical diagnostic methods, it is necessary to ensure that the structure, form, method and content of this mechanism are at the level of modern requirements.
3. It is expedient for the Association of School Administration and Methodology to improve the practice of forming orders for professional development of teachers in accordance with the results of professional pedagogical diagnostics in accordance with their needs.
4. The Methodological Association of Primary School Teachers takes into account the existing conditions in the school, the mechanism of professional development of teachers based on their needs in reading, mother tongue, mathematics, science, technology, etiquette, physical education and the use of information and communication technologies in education and other relevant areas. and work towards improvement using professional pedagogical diagnostic methods.
5. Professional development courses aimed at improving the system of professional development in accordance with the needs of primary school teachers in accordance with modern requirements "Deepening and practical application of knowledge in teaching special subjects", "Deepening and practical application of knowledge in advanced educational technologies, pedagogical skills" and "In the educational process It is expedient to organize in the direction of "Deepening and practical application of knowledge on the use of information and communication technologies."

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