INFORMATION OF COMPREHENSIVE SCHOOLS AND LEARNING SYSTEMS: HISTORY, STAGES, EXPERIENCE AND PROSPECTS

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Abstract

This article discusses the following models for improving the informational competence of high school teachers. 1) information-cognitive model, 2) organizational-activity model, 3) network models and stages of development of education through them.

Keywords

Information and communication technologies (ICT), information, model, cognitive, media library, regional, teacher, Internet, potential.

Introduction

The need to improve teacher education in the period before 2019, if we study the example of Asian countries. Russia is defined in the concept of modernization of education, in the internal laws of the development of teacher education and in the long-term needs of the development of the individual, society and the state. Today in Uzbekistan, teacher education is an integral part of the education system and plays an important role in staffing pre-school, secondary, special and additional education, as well as primary, secondary and higher professional education. Specialists trained in the system of teacher education are called upon to be the bearers of ideas for the modernization of the education system, based on the preservation and improvement of the best traditions of national education and world pedagogical experience. Among the main tasks and directions of modernization of teacher education is the need to prepare teachers for the use of information and communication technologies in the educational process in secondary schools. Today, a secondary school cannot remain a translator of traditional cultural values: the main focus should be on the development of styles of creative activity, rather than the integration of certain knowledge and skills.

World and domestic experience in implementing reforms in education proves that any reform depends not only on what important and necessary changes are made to the reform documents for society, but also on the ability to create specific technologies to manage the changes provided for in these documents. A study of the scientific literature reflecting the development of problems related to the training of teachers in secondary schools shows that the system of continuing education created in our country has a serious theoretical, methodological and methodological base.

The teacher training system is capable of quite effectively solving the tasks assigned to it. However, radical changes in the socio-pedagogical situation in the country led to a change in the purpose of the lifelong education system, which naturally led to the emergence of new, less studied topics related to the new content, methods and organizational forms of professional development of teachers in lifelong education. The current socio-economic situation in the country has highlighted the relevance of studying the problems of forecasting the development of the general educational system in the context of its regionalization.

They emphasized the need to move from mass methods of forming and developing pedagogical professional skills to individual methods. Theoretical Foundations of Personally-Oriented Training of Teachers In the context of informatization of society and education, the educational process reaches a qualitatively new level. Among the tasks of postgraduate teacher education today, the device for shaping the readiness of school teachers to use new information technologies is being updated. The problem of informatization of education in various positions is being developed by a number of authors. The problems of informatization in the

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education system are actively dealt with not only by specialists in computer science and computer technology, but also by scientists: teachers, psychologists, sociologists, didactics, methodologists, as well as practitioners in the field of education. The training of secondary school teachers as excellent specialists in the field of information and communication technologies is determined by the needs of society and education. Studies conducted by local scientists have shown that the continuing education system does not provide teachers with the content necessary for the development of practical professional activities and subsequent pedagogical skills. Educational activities in the teacher training system are aimed at informing and developing ways of applying the acquired knowledge in practice.

When upgrading the qualifications of school teachers in the field of information and communication technologies, the following should be taken into account: changes in the field of information technology in the world are so dynamic that they require almost constant updating and updating of relevant knowledge and skills in teaching in secondary schools;

- the presence of insignificant historical experience in retraining teachers in the field of information technology;

- universality of basic education of course participants;

- significant differences in the technical equipment of educational institutions in which teachers work;

-Today, the level of knowledge of some students of secondary schools is higher than the level of knowledge of teachers. The school of development in raising the level of information is an educational and pedagogical condition for the traditional system of continuing education. This contradiction has become especially relevant in the context of advanced and continuing education, its humanization and democratization, and the constant change of new information technologies. The structure and informational structure of the information system for the education of teachers of secondary schools in the context of the regional education system is developed and theoretically substantiated.

- Information educational models for secondary school teachers were developed in the context of a regional continuing education system, which takes into account the opportunities for teachers to develop and use information and communication technologies in their professional activities, existing knowledge, skills and creative experience in the field of information technology. The tasks of scientific and methodological support for teacher training in the field of information and communication technologies and the use of information technologies in their professional activities are as follows:

1. Analysis and definition of the concept of "information education of teachers of secondary schools."

2. Development of an information system for the training and retraining of teachers of secondary schools in the regional system of professional development.

 3. Development and theoretical justification of models for the preparation and processing of information for teachers of secondary schools in the context of the regional system of professional development.

4. Development of scientific and methodological support for the process of teacher training in the field of ICT and their use in the professional activities of teachers.

Analysis of information and educational activities of teachers of secondary schools and continuing education institutions, satisfaction of teachers of secondary schools, pedagogical services in the system of continuing education, the relationship of the needs of teachers to improve information training and pedagogical conditions, ensuring the satisfaction of these needs, information training of teachers of secondary schools Models should be developed with taking into account the level of knowledge, skills and experience of creative activity in this area, the development and use by teachers of new information technologies in their professional activities.

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Conduct a formative experiment to test the effectiveness of the educational information system developed for secondary teachers in the context of a regional continuing education system. The structural, target and substantive features of various models of teacher education in secondary schools of the regional system are identified and justified.

1. The concept of "training of information teachers" as an obligatory component of the educational process aimed at teaching in the field of computer science and ICT with the aim of carrying out information activities and information relations between participants, users and interactive means based on ICT.

2. The choice of the individual educational path of continuing education of teachers of secondary schools in the field of information and communication technologies and the structure of the system of information training for teachers on the content of the regional system of continuing education, which provides continuous information training.

3. Models of informational training of teachers of secondary schools in the regional system of professional development: an informational-cognitive model, an organizational-activity model, and a network model that form motivational, cognitive, and emotional-voluntary characteristics of teachers' willingness to use ICTs in professional activities.

By teacher information, we mean a compulsory component of the educational process aimed at teaching in the field of computer science and ICT with the aim of carrying out information activities and information relations in an interactive tool based on ICT, both among participants in the educational process and among users.

The information-cognitive model is described as an introduction and provides for the following forms of organizing the activities of teachers: lectures, seminars, classes in the school media library, work in the district methodological association to study the content of materials and the form of the Internet pedagogical council, the experience of colleagues. Allows you to learn by the information-cognitive model in the learning process.

The level of willingness of teachers to use ICT in pedagogical activity. The model of organizational activity is described as organizational and practical. This includes the development of the previous model and the formation of new opportunities for teachers' information activities: involving them in club activities, analysis and evaluation of developed electronic resources, as well as introducing them to scientific, practical and research activities. Organizational and model training provides an organizational and practical level of readiness of teachers to use ICT in pedagogical activity.

The network model of teacher training on the use of ICT expands the possibilities of the organizational-activity model: cooperation with professional developers of electronic publications combines the existing forms of teacher activity, organizes and conducts various distance events at the regional and international levels. Studying the network model provides a network level of teachers' readiness to use ICT in pedagogical activity. It is very important to provide schools with computers and connect them to the Internet, but it is not clear that this is an information process. As with any process in the education system, it takes time to prepare a science teacher who knows how to work in a computer information environment. Only when there is a teacher of natural sciences who is able to work in a new information environment will an effective process of informing the education system and society as a whole begin.

The use of a step-by-step educational information system for secondary school teachers in the regional system forms the world's pedagogical thinking. Further education ensures that school teachers are ready to use new information technologies in the learning process and that the education system is consistently integrated into the global learning environment. In conclusion, we can say the following:

1. The concept of providing teachers with information in the context of education informatization is determined on the basis of the analysis of the pedagogical feasibility of using information and communication technologies in the regional continuing education system for teachers of scientific, methodological literature and secondary schools.

2. The structure of the information system for training secondary school teachers will be developed in the context of a regional system of continuing education. The system allows the teacher to choose an individual learning path to improve their ICT skills, taking into account the level of knowledge, experience, potential abilities and the conditions of his pedagogical activity.

3. Developed and theoretically justified models of information training and retraining of teachers of secondary schools in the regional system of professional development: information-cognitive model, which forms the level of willingness of teachers to use ICT in pedagogical activity; organizational and practical model, which organizes the organizational and practical training of teachers on the use of ICT in pedagogical activity and the network model, which organizes the network level of teachers on the use of ICT in pedagogical activity.

4. Scientific and methodological support for the process of training teachers in the field of ICT and their use in the professional activities of teachers.

5. The effectiveness of three models of informational training of teachers of secondary schools in the context of the regional education system has been confirmed: 1) the information-cognitive model, 2) the organizational-activity model, 3) the network model. The use of a step-by-step educational information system for secondary school teachers in the context of a regional on-the-job learning system will ensure a constant increase in the level of readiness of school teachers to use information and communication technologies in the educational process.

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