THE PURPOSE, OBJECTIVES AND STATUS OF TRAINING SCHOOL TEACHERS USING AN ONLINE PLATFORM

SOYIBNAZAROV ABBOSJON IKROMJONOVICH
Teacher, Fergana Regional Territorial Center for
Retraining and Advanced Training of Public Educators.
E-Mail: soyibnazarov115@gmail.com, Mobile: +998973367505

ABSTRACT:

The scientific article provides information about the purpose, objectives and status of teaching teachers using the online platform, as well as its specific features, aspects, problems in this area and practical suggestions and recommendations for their solution.

KEYWORDS: online platform, distance learning, open learning resources, ICT, virtual learning, webinar learning, and components.

INTRODUCTION:

The coronavirus pandemic has changed the way education is taught around the world. Regional centers for retraining and advanced training of public educators also continue to train teachers at home, using the zoom online platform for teacher training. At the forefront of the coronavirus pandemic, first and foremost, health workers can be imagined, and in the second part, the active participation of thousands of general secondary school teachers and educators in the process of overcoming its consequences can be felt. The sudden move of yesterday's classroom lessons to the online platform was a great experimental school for both educators and learners. The announcement of 2020 by the President as the Year of Science and Enlightenment and the Digital Economy is the first step towards the realization of science and enlightenment with the help of digital technologies.

In the epidemiological situation in our country and in the days of trial, online lessons were organized in a very short time in all regional centers of the country. Initially, these changes undoubtedly caused certain inconveniences, but the changes observed due to the pandemic and new solutions in education have led to the introduction of innovations in education that are necessary for the present.

Currently, online classes are organized through the zoom platform, which is widely used by every professor and teacher of the regional centers. An online lesson is a new style and radically different from a traditional lesson. This means that every teacher-educator now has to partially forget the approaches in the classroom and adapt to virtual audiences, because these lessons also have their own serious requirements and conditions.

Through online classes, our teachers are able to work more independently, to engage in scientific research using the Internet independently, to engage in scientific creativity. In addition, teachers are able to obtain certificates by studying in foreign online open training courses, participate in online video conferencing and strive to work regularly to develop their professional skills.

In the context of modern globalization, the quality of education is expected to further increase as a result of the enrichment of online teaching methods in the field of education with modern media. In this regard, the distance learning method is of particular importance, as it has a number of conveniences for both faculty and students.

The increasingly active use of online platforms and the expansion of online learning

formats is an important trend in education. In retraining and upgrading the skills of public educators, trainees are also forced to expand their educational activities online. The number of teachers involved in the development and teaching of online courses is increasing. However, not all teachers have the necessary skills, competencies, and sufficient experience in the use of digital technologies. At the same time, the success of online learning depends not only on advanced methods and the latest technologies, but also on the teachers involved, as well as how teachers are prepared for such tasks. At the same time, teacher support mechanisms should be shaped by teachers 'attitudes toward online learning, taking into account factors, incentives, and barriers to analyzing changes in teachers' performance in the online environment. The article provides an overview of the content of foreign programs and training courses aimed at developing a holistic set of subject, pedagogical and technological competencies in the field of online education among teachers.

Factors that negatively affect teachers' online learning include low internet speed, lack of modern information technology by all teachers, lack of knowledge about how to use them, large time spent preparing online courses, lack of technical support in education, and reduced classroom workload. We can see that the time spent developing online courses is almost twice as much as the time spent developing traditional courses. The lack of a satisfactory internet network for students and the unpreparedness of teachers themselves for online learning will be one of the most serious obstacles to the spread of e-learning. This is followed by a lack of technical support in designing online courses and developing institutional policies for online learning. It is noted that teachers have traditionally had extensive knowledge in their subject area and very little knowledge in the field of information

technology and e-pedagogy. This barrier in this regard is that in effective online learning they do not receive adequate training on e-Laering. Nowadays, professors who have many years of teaching experience and are not interested in raising their status are less likely to teach online than teachers who have little experience in education and are well versed in modern digital technologies.

A general secondary school teacher is a professional who needs to improve his or her knowledge every day, not once every five years. With this in mind, it is time to introduce modern methods to constantly increase their knowledge. Today, using the Internet is the most modern way to learn.

Retraining of public educators is a traditional and old-fashioned system in which teachers are trained once every five years, take part-time tuition and spend a month on leave, as the world's advanced educational institutions have already introduced distance education stages. Especially today - during a pandemic, distance learning is fully justified. In view of the above, the best way today is to organize advanced training and retraining courses on the territory of Uzbekistan through an online platform.

A modern educator is, first of all, a teacher who is able to independently and actively use modern information technologies, knows any foreign language, and can apply modern methods in the teaching process. Given that the 21st century is the information age, it is necessary to have modern information technologies (laptops, smartphones, and tablets) in order to improve the skills of educators using online platforms. It is difficult to organize training at once through such a platform, such a process should be carried out gradually. That is, it is important to have good access to the Internet, the quality of Internet speed in the area where he lives.

A school teacher is not a professional who trains once every five years, but is always an integral part of his or her field, mastering information technology, foreign languages, e-pedagogy, psychology, foreign educational practices, and legal duties. Education should go hand in hand with development.

There are departments of public education in each district of the country, where Methodist methodologists are assigned to related disciplines. The task of the science stylist is to provide constant methodological assistance to the subordinate teacher, but most of the stylists themselves today are staff in need of methodological assistance. For example: A natural science teacher is a teacher of biology, chemistry, geography, and physics. Imagine how a natural science designer in biology knows chemistry, geography, and physics? And how can this help methodological teachers? In order to provide methodological assistance, one must not only know the methodology but also have a deep knowledge of those disciplines. Most methodologists are young, inexperienced, unclassified staff, how can they provide methodological assistance to high-class teachers with 20-30 years of pedagogical experience?

One day a week is a method day for related science teachers, on which day teachers are exempted from classes. Methodical days are organized in general secondary schools in order to improve the professional skills of science teachers, their creative work and regular enrichment of their knowledge.

In the 2020-2021 academic year, the methodological days of science teachers in general secondary schools are determined in the following order:

Monday - Teachers of exact sciences (mathematics, computer science and information technology);

Tuesday - Teachers of Philology (Mother Tongue and Literature, Uzbek / Russian);

Wednesday - Teachers of Natural Sciences (physics, chemistry, biology, geography and economics);

Thursday - Teachers of Social Sciences (history, state and law, education);

Friday - Foreign Language Teachers;

Saturday - Teachers of Applied Sciences and Primary Education (Fine Arts, Drawing, Music Culture, Technology, Physical Education, Pre-Call Primary).

With the above in mind, there is an opportunity to constantly increase the knowledge of school teachers and monitor them using modern information technology. At the same time, online training courses are organized in a cascade method and are taught in the form of a Republican-regional-district (city) science teacher.

The following components should be developed in the system of advanced training through the online platform:

- A specialist in the field of science (must ensure the updating of knowledge in the subject taught);

- Teacher (develops and implements learning strategies, develops the necessary learning resources, organizes the participation of students and supports their motivation);

- Social worker (creates a positive environment for learning, maintains interactive interaction, and resolves conflict situations);

- Supervisory body (monitors individual and group achievements, evaluates individual and group performance and the course in general);

- Administrator (performs management functions and determines the rules of the course, acts as a manager);

- Teacher of information technology (organizes access to technological resources, selects the appropriate source for teaching, develops and provides training resources to students);

- Consultant (gives recommendations to increase the effectiveness of training, meets the requirements of the audience);

- Researcher (conducts research on online education and summarizes their results).

Online training courses for secondary schools are organized using the online platform at the expense of methodical days of one day a week and are carried out without separation from work.

Listeners involved in online learning should be able to communicate with the teacher who is teaching, assess themselves and their skills, and monitor their continuous reading.

During the online training course, the teacher plays the role of an assistant, not limited to issues of course content, but actively encourages the audience to interact. Powers such as the development of co-education, collaboration and mutual support among students play an important role. The teacher should be well versed in active teaching methods and help students to formulate their own methods online, master the capabilities of the online learning platform and the necessary software, and overcome the difficulties and obstacles of electronic communication. To effectively manage an online course, teachers need to use tools to encourage students to master the course, develop discipline and skills, adhere to deadlines for assignments, evaluate students 'work in a timely manner, and provide prompt feedback.

CONCLUSION:

In conclusion, in the process of conducting an online course, the teacher should pay attention to the learning tasks of the audience, develop critical thinking in them, note the achievements and shortcomings, and encourage students to share their experiences in the online classroom. A group of competencies that are less important in traditional teaching also meet the requirement: to moderate discussions in a forum and to intervene compulsively in situations where the discussion is in the wrong direction, with the audience not participating or communicating with them in disruptive behaviors. Familiarity with personal identification procedures and compliance with privacy requirements are also key competencies during surveillance.

Upon completion of the relevant section of the online course, the teacher is required to evaluate the audience, the course as a whole, as well as their performance based on the results achieved by the trainees. This stage is evaluated based on course results and final test scores.

Many authors have written about the importance of special education for teachers involved in online learning. At the same time, it is emphasized that such training should be comprehensive and continuous. Online training is recommended as the best format. Teachers should be experienced software users, manage the online course, and integrate web resources. In order to conduct online education effectively, teachers need to be aware of the challenges of linking knowledge in pedagogy, technology, and discipline. Such courses should also cover computer science and e-learning. Their content encourages students to explore the features of the learning platforms they use, analyze high-quality online learning criteria, publish news, announcements and comments, share feedback with listeners online, hold discussions and forums, evaluate listeners 'work, and engage listeners online should include - authority in teaching, methods of interacting with delayed audiences, creating and implementing interactive scenarios, and solving problems that online users may face. It is proposed to conduct the training of trainees on the training platform used for online teaching in the educational institution.

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