

**THE IMPORTANCE OF ELECTRONIC LEARNING IN THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF GENERAL EDUCATION SCHOOL TEACHERS**

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Abstract

The article discusses the importance of electronic learning in the system of continuous professional development (skill enhancement) of general education school teachers, the necessity of innovations in the system of professional development of personnel in the field, the concept of "lifelong learning," the "Continuous Professional Education" electronic platform, the prospects for the continuous professional development system of general education school teachers, and effective organization strategies for the educational process based on modern information technologies from a socio-pedagogical perspective.

Keywords: electronic platform, general education school teachers, continuous professional education, skill enhancement, concept, system.

Introduction

In our country, initiatives have been taken to practically implement programs for the continuous professional development of directors and pedagogical staff in the school education system, focusing on the competence of leaders and educators, individual skill development, and drawing from work experience. The tasks in the programs are defined as "developing individual skill development plans based on the identification of the professional needs of general education school teachers and implementing the plan to enhance skills" [1]. Additionally, the resolutions of the President of the Republic of Uzbekistan on "Supporting Scientific-Research Activity in the Field of General Education and Initiatives for the Establishment of a Continuous Professional Development System" PQ-4963 of January 25, 2021, and the resolution No. 25 of January 17, 2022, confirmed by the Resolution No. 25 of the Cabinet of Ministers of the Republic of Uzbekistan, provided a solution to this issue. The need to study the requirements for the continuous professional development of general education school teachers, to develop individual career development trajectories for each, and to form educational programs based on this, have been put forward [2; 3]. These resolutions, along with highlighting the main directions for improving the continuous professional development of directors and pedagogical personnel in the school education system to enhance their competence, based on the concept of "lifelong learning," also suggest redirecting towards a system that focuses on continuous professional development, especially theories and activities related to improving the competence of educational personnel. In this context, it is envisaged to conduct scientific research on the theory and practice of the continuous professional development of educational personnel within the established deadlines. From this perspective, the



timely, continuous enhancement of skills for educational personnel, the classification of state society's demands for their competence, and the enhancement of management efficiency in skill development based on the requirements gain substantial importance[4].

The resolutions mentioned above resulted in the development of a "Roadmap" for revising the system of retraining and continuous professional development for sector staff. Specifically:

- Implementing the continuous professional development system that focuses on improving their skills annually for general education school teachers;
- Implementing various forms of education (separate from production and non-separate, distance, dual, independent education) in organizing continuous professional development;
- Developing a career development program for the employee based on diagnosing professional needs and organizing skill enhancement based on this program;
- Establishing a credit-modular system for the skill enhancement process;
- Implementing the "Continuous Professional Education" special electronic platform allowing monitoring of the continuous professional development process of employees and enabling personal account management;
- grant the right to improve the skills of general education school teachers in the field of state education institutions and pedagogical direction;
- ensuring the implementation of the assigned tasks by solving a number of pressing issues, such as studying and implementing scientific and methodological issues in the field of developing the field [5].

One of the tasks specified in the "Roadmap" is to promote the creation and implementation of a special electronic platform for "Continuous Vocational Education" with attention and responsibility. That is, it is necessary to establish a continuous education system, in particular, a continuous vocational education system, to ensure independent education of all employees. In order to enhance the formation and management of the vocational development processes of general education school teachers, a special electronic platform "Continuous Professional Education" was created and put into operation. The form of independent learning to enhance knowledge, skills, and competencies to promote continuous self-improvement was discussed, and the vector of continuous vocational education was organized by the learner.

Literary analysis: The organizational and pedagogical aspects of organizing the education sector have been studied in the fundamental research of U.I. Inoyatov, R.Sh. Akhmedov, Sh.E. Kurbonov, E. Seytkhalilov, and M.A. Yuldashev.

The issues of organizing and managing pedagogical activities and identifying its problems were highlighted in the works of R.Kh. Djuraev, N.I. Taylaqov, Sh.M. Zufarov, J.K. Fozilov, remote learning technologies, and electronic learning technologies by A. Abduqodirov, U. Sh. Begimkulov, A. Haitov, P. Shoymardonov, A. Ibragimov, A. Askarov, E.S. Polat, S.V. Zenkina, I.G. Zakharova, I.V. Robert, A.V. Khutorskoy, and other researchers' works.

The importance and characteristics of electronic educational resources and their integration and development in teaching methods have been studied by scholars from V.G. Klimov, Yu.V. Vasilov, T.M. Davodenko, V.S. Lazarev, O.V. Ursova, A.M. Moiseev, V.P. Simonov, M.M. Potashnik, P.I. Tretyakov, T.I. Shamova in the educational research. Foreign researchers R.M. Bernard, L. Harvey, R. Schmid, Simon Shaw, F.K. Abrami, R.M. Tamimka conducted comprehensive studies on the content and features of electronic educational resources in education.



Discussion: Today, according to the modernization and phased modernization of the material-technical base of the national centers for teaching new methodological methods to teachers, the development of modern sequencing, the improvement of teaching methods, curricula, text presentations, and other practical materials have been developed.

In ensuring the improvement of the content of continuous vocational development of general education school teachers, special attention is paid to the organizational and methodological aspect.

They include:

- software-content level;
- methodological level of skill development content;
- demonstration of the lack of logical technological level of the subject.

The software-content level structures the improvement of skills, which reflects the method of increasing the content and volume of materials and the teaching-learning process, subject content, and programs.

The methodological level structures the improvement of course content by presenting teaching materials (block-module, integrated courses; thematic (special) courses; individual blocks and modules encompassing course content; additional materials for course content).

The technological level covers the following: the level of pedagogical competence in learning the content of the educational system, methods, and tools; local importance and interest in the development of abstract thinking (lecture, seminar, practical exercises, independent work, pedagogical activities, conferences, training, open lessons, etc.).

"In the current stage, there is an urgent need to change the organizational and methodological issues of continuous professional development of general education school teachers. Providing professional development programs individually according to the level of each teacher in the educational system is necessary. Pools of teachers with similar qualifications are evaluating each other's qualifications as well as their knowledge and skills without bias; this serves the purpose of enhancing professional development.

Results:

To begin with, the distinctive features of the pedagogical profession suggest that teachers' own knowledge, skills, and abilities will improve with regular upgrading. A modern pedagogue is a guide to moral and spiritual ideas, forming the student's deep knowledge of the subject being taught, which compels him to be an active disseminator of knowledge. The current rapid progress in science and technology requires teachers to constantly upgrade their pedagogical research—primarily by adapting to modern educational technologies, designing scientific and methodological materials, and studying scientific and educational literature.

The continuous professional development system for general education school teachers is an explicit priority in terms of evaluating the results of training. Therefore, employees will receive a minimum number of credits (academic hours) over a year. As each employee completes personalized training modules via the "Continuous Professional Development" platform, they will be evaluated by the platform and receive credits in their personal cabinet. Hence, employees can accumulate and redeem credits at their preferred time, duration, and pace; these credits are specifically set for professional development courses. The quantity of designated credits is based on the completion of training courses.



After "Continuous Professional Development," specific electronic platform. Each employee is credited with the number of credits they have completed as part of the professional development courses. Only credits earned in training seminars aimed at enhancing professional qualifications, as well as problem-solving courses and creativity courses, can be converted to credits.

"Continuous professional development" is specifically designed to provide employees with a systematic method of career advancement, ensuring that they acquire the necessary information, knowledge, skills, and abilities from leaders and mentors; therefore, the clarity of this system, the information field, the leadership attitude, the preparation of educational activities, and the completion of training and learning materials for general education school employees' continuous professional development are of particular importance.

In conclusion, it is essential to enhance the professional development of teachers to a higher level in the current situation, as changing conditions and the overall advancement of the state of education require integrating an electronic learning environment, improving the process of acceptance and personalization, increasing collaboration between educational institutions, adopting new teaching methods and forms, creating modern literary works, identifying and resolving problems in professional development, and continuously organizing specific, purposeful actions according to the "lifelong learning" concept."

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